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ASI Board of Directors Agenda 18-04

October 20, 2017 at 2:30pm

USU 2310 A & B

Posted: Tuesday, October 17th at 12:00 pm

ITEM	SUBJECT	PRESENTER
01	Call to Order The meeting was called to order at 2:37pm	Anna Rapada Chair & Chief of Staff
02	Roll Call Present: Louis, Rex, Anna, Matthew, Noah, AJ, London, Savana, Kevin, Meghan, Jenna, Alejandro, Kimberly, Cassie, Ashley, Lori, Lorena, Linda Tardy: Annie Absent: Yomira, Josh, Katy	Anna Rapada Chair & Chief of Staff
03	Recognition of Guests Rhiannon Ripley, Joe-Joe McManus, Scott Haag, Susan Wilson, Marshall Whittlesey, Pam Bell, Michael Hughes	Anna Rapada Chair & Chief of Staff
04 Action	Approval of Agenda Anna tabled this item to last on the agenda, per presenter request Louis tabled joint audit committee charge until next BOD meeting Louis motioned to approve agenda with amended changes Jenna-2 nd Motion Carries	Anna Rapada Chair & Chief of Staff
05 Action	Approval of Minutes Anna corrected spelling of "reviewed" and removed an extra "the" from item #7 Meghan motioned to approve the minutes with amended changes Louis-2 nd Motion Carries	Anna Rapada Chair & Chief of Staff
06 Information	Open Forum Guest Rhiannon Ripley shared concerns about a posting found in SBSB regarding the student centers across campus. She also mentioned her support of the CALM initiative that is on the agenda. She mentioned that the ASI BOD has already passed a resolution in support of this program	Anna Rapada Chair & Chief of Staff
07 Presentation	Enrollment and Management Services Presentation Description: Updates for ASI Board of Directors regarding offerings from and plans for Enrollment Management Services. Fiscal Impact: None Scott first asked the group about commencement regalia and whether it should stay on a ribbon or if it should be on zipper. Anna will collect feedback from the Board and follow up with Scott. Scott continued with discussing a registration party (with lunch and support) on 11/16. If anyone is interested, they can direct interest to Ashley. Presently, the limit for enrollment will be 16 units then will move to 19 units if available. Scott reviewed the degree planner program and mentioned it is important for all to use because it gives feedback about what classes needed and what the demand is. Currently 60% of students are using it. Further discussion focused on "double dipping" for classes and past classes counting toward final units. London wondered about to best provide information to students. Presentation and emails were suggested.	Scott Hagg Associate Vice President, Enrollment Management Services

<p>08 Action</p>	<p>Joint Audit Committee Charge Description: The Joint Audit Committee oversees internal financial control practices for all auxiliaries at CSUSM. The Board will review and approve the Joint Audit Committee charge. Fiscal Impact: None This item was tabled in the approval of agenda item</p>	<p>Louis Adamsel President & CEO</p>
<p>09 Action</p>	<p>Approval of Replacement Elections Committee Members Description: Two members of the committee are unable to continue, Anna will propose replacements. Per ASI Bylaws, all Elections Committee members must be approved by the ASI Board of Directors. Fiscal Impact: None Ashley mentioned that two members of the Elections Committee are unable to continue in their role so they need to be replaced and approved by the Board. The new members are Brittney Anda and Alex Sanders, from SLL and USU Live respectively. They will be replacing Kelcee Funderburg and Joanna Mascarinas. Jenna motioned to approve the replacement elections committee members Matt-2nd London abstained Motion Passes</p>	<p>Ashley Fennell Asst. Director, Government Affairs & Initiatives</p>
<p>10 Discussion</p>	<p>Update on CSU Executive Orders 1100 & 1110 Description: Louis Adamsel will update the board on the Executive Orders issued by Chancellor Timothy White regarding graduation initiatives and how it will affect students. Fiscal Impact: None See attached for items reviewed. Louis reviewed placement in appropriate courses, clarity for requirement, equity in applications, and what these E.O.s are hoping to achieve. Noah and London both support no mandatory unnecessary and/or remedial classes. Louis clarified that these focus on general education and the graduation initiative, not remediation. Guests Michael Hughes and Marshall Whittlesey (from the General Education Committee) mentioned these E.O.s (1100/1110) are reviewing requirements and units while affecting LOTER classes because of the requirements. Savana wondered specifically if LOTER classes would still be offered if they are not mandatory. They mentioned the classes will not exist but that they will be expected to still provide support with co-requisites. Louis mentioned that remedial classes will still be offered as one units. He wondered if that is still a system for success, but that still needs to be answered. Lorena mentioned that committee working on implementing this order has a very short timeline. She suggested that the faculty leaders present to the ASI Student leaders to help them better grasp the concepts behind these E.O.s. Anna mentioned presenting to SAC or BOD.</p>	<p>Louis Adamsel President & CEO</p>
<p>11 Presentation</p>	<p>Cougar Affordable Learning Materials (CALM) Program Description: Susan Wilson will present information about the CALM program and how ASI can help promote the program to students. Fiscal Impact: None Susan reviewed the CALM program. She mentioned 75 faculty now participate. But she needs support and needs to hear the voices of students. BOD members offered ideas such as partnering with CHEGG, tabling on campus/in the 24/5space, have students talk to professors, etc. Susan also mentioned the possibility of a card students can give to their professors so they can understand the student struggle to afford textbooks. Linda also mentioned including a question about CALM or textbook affordability in course evaluations.</p>	<p>Susan Wilson Instructional Developer, IITS Academic Technology - Instructional Development Services</p>

3 BOD member who is NOT running for office	Louis Adamsel (chair)
	Rex Andrade
	Cassie Wolff
4 non- ASI students	Kelcee Funderburg <u>Britney Anda (SLL)</u>
	Jordan Gaydos
	Nic Pollino
	Joanna Mascinaras <u>Alex Sanders (USU Live)</u>

THE CALIFORNIA STATE UNIVERSITY
OFFICE OF THE CHANCELLOR



BAKERSFIELD

August 23, 2017

CHANNEL ISLANDS

MEMORANDUM

CHICO

TO: CSU Presidents

DOMINGUEZ HILLS

FROM: Timothy P. White
Chancellor

EAST BAY

FRESNO

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

FULLERTON

HUMBOLDT

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

LONG BEACH

LOS ANGELES

MARITIME ACADEMY

MONTEREY BAY

NORTHRIDGE

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

POMONA

SACRAMENTO

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

SAN BERNARDINO

SAN DIEGO

TPW/clm

SAN FRANCISCO

Attachments

SAN JOSÉ

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

SAN LUIS OBISPO

SAN MARCOS

SONOMA

STANISLAUS

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

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

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

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

This document also addresses:

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

Article 1. Applicability

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

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

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

1.2 Subsequent to Completion of Entire CSU General Education Breadth Requirements

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

Article 2. Fulfilling CSU General Education Breadth Requirements

2.1 CSU GE Breadth Patterns

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

a. CSU General Education Breadth

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

b. Intersegmental General Education Transfer Curriculum (IGETC)

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

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

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

2.2 CSU Systemwide Requirements

2.2.1 General Education Requirements

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

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

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

2.2.2 Minimum Grades

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

2.2.3 Upper-Division Requirement

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

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

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

2.2.4 Residency Requirement

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

2.2.5 Exceptions

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

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

2.2.6 Double Counting

2.2.6.1 General Education, Major, and Other Requirements

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

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

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

Article 3. Premises of CSU General Education Breadth

3.1 Background

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

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

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

3.2 Instructional Modality

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

3.3 CSU Student Learning Outcomes

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

LEAP Essential Learning Outcomes Framework

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

Article 4. Subject Area Distribution

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

Area A English Language Communication and Critical Thinking

9 semester units (12 quarter units)

One course in each Subarea.

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

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

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

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

Area B Scientific Inquiry and Quantitative Reasoning

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

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

B1	Physical Science	(3 semester units or 4 quarter units)
B2	Life Science	(3 semester units or 4 quarter units)
B3	Laboratory Activity	A laboratory course of not more than 1 semester (2 quarter) unit value, associated with B1 or B2, may be required.
B4	Mathematics/Quantitative Reasoning	(3 semester units or 4 quarter units)

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

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

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

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

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

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

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

Area C Arts and Humanities

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

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

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

C2 Humanities: Literature, Philosophy, Languages Other than English

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

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

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

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

Area D Social Sciences

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

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

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

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

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

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

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

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

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

Article 5. Transfer and Articulation

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

5.1 Premises of General Education Breadth Transfer and Certification

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

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

5.2 Conditions for Participation in CSU General Education Breadth Certification

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

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

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

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

5.3. Certification Requirements

5.3.1 Definition

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

5.3.2 Full Certification

5.3.2.1 Fulfillment of Lower-Division Requirements

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

5.3.2.2 Additional Lower-Division Graduation Requirements

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

5.3.2.3 Qualification for Full Certification

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

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

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

5.3.3 Lower-Division Subject-Area (Partial) Certification

5.3.3.1 Fulfillment of Lower-Division Requirements by Area
Students admitted to a CSU campus with subject-area certification may not be held to any additional lower-division GE coursework in the subject areas certified.

5.3.3.2 Certification Limits on Credits that Exceed Minimum Subject-Area Requirements
For subject-area certification, CSU campuses are not required to certify credits that exceed the number of lower-division units required for the five Subject Areas—A through E.

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

5.3.3.4 Qualification for Subject-Area Certification

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

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

5.3.4 Approved Associate Degree for Transfer

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

5.3.5 General Education Breadth for STEM Majors within ADTs

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

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

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

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

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

5.3.6 Exceptions to Certification Requirements

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

5.4 Certification of Courses and Examinations

5.4.1 Qualification for Certification

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

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

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

5.5 Limitations of Certification

5.5.1 Restriction to General Education Requirements

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

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

5.5.2 Maximum Number of Credits Allowed

5.5.2.1 Limit on Certification on Total General Education Units

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

5.5.2.2 Restrictions on Certification of Upper-Division Courses

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

5.6 General Education Certification Reciprocity Among CSU Campuses

5.6.1 Lower-Division Reciprocity

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

5.6.2 Subject-Area Reciprocity

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

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

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

5.6.3 Upper-division Reciprocity

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

5.6.4 Reciprocity Limitations

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

Article 6. Implementation and Governance

6.1 General Education Advisory Committee

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

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

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

The responsibilities of this committee shall be as follows:

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

6.2 Campus Responsibility

6.2.1 Development and Revision of Campus Requirements

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

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

- b. General Education Course Development
 - 1. Consider the organization of approved courses so that students may choose from among a variety of “cores” or “themes,” each with an underlying unifying rationale.
 - 2. Consider the possibility of incorporating integrative courses, especially at the upper-division level, that feature the interrelationships among disciplines and traditional GE categories.
 - 3. Consider possibilities for innovative teaching and learning, including activity as well as observation in all GE coursework.
- c. General Education Course Delivery
 - 1. Provide sufficient numbers of Area A2 written communication and Area B4 mathematics/quantitative reasoning course sections to allow freshmen to complete these requirements in the first year of enrollment.
 - 2. Courses approved for GE that have not been offered within a five-year period shall have GE status removed.

6.2.2 Campus General Education Committee

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

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

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

6.2.4 General Education Academic Advising

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

a. General Education Website

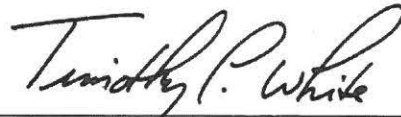
Each CSU campus shall provide a public website that describes the institution's GE program. This website should include at minimum: GE requirements, courses certified for GE, CSU system GE policy and campus GE policy, and campus GE program and GE Area student-learning outcomes.

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

6.2.5 General Education Review and Assessment

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

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



Timothy P. White, Chancellor

Dated: August 23, 2017

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

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

Executive Order 1100 Revised August 23, 2017
Attachment A

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.

THE CALIFORNIA STATE UNIVERSITY
OFFICE OF THE CHANCELLOR



BAKERSFIELD August 2, 2017

CHANNEL ISLANDS

CHICO

MEMORANDUM

DOMINGUEZ HILLS

TO: CSU Presidents

EAST BAY

FROM: Timothy P. White
Chancellor

FRESNO

FULLERTON

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

HUMBOLDT

LONG BEACH

LOS ANGELES

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

MARITIME ACADEMY

MONTEREY BAY

NORTHRIDGE

POMONA

SACRAMENTO

SAN BERNARDINO

SAN DIEGO

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

SAN FRANCISCO

SAN JOSÉ

SAN LUIS OBISPO

SAN MARCOS

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

SONOMA

STANISLAUS

CSU Presidents
August 2, 2017
Page Two

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

TPW/ne

Attachment

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

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

Executive Order: 1110

Effective Date: August 2, 2017

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

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

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

I. Purpose

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

II. Delegation of Authority

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

III. Guiding Principles

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

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

IV. Skills Assessment and Course Placement Recommendations

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

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

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

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

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

VI. Early Start Program

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

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



Timothy P. White, Chancellor

Dated: August 2, 2017

10.20.17 Reports

Name * Jenna Hernandez

Position on Board * CEHHS Rep

News: Highlights and successes related to your position (i.e. meetings, past events, new campus/community partners) * - establish a brunch for dean and heads of all the clubs within the department

Updates on your ASI and University Committees * APC extend resolution of EO 1110 and 1100

Upcoming Events and New Initiatives/Collaborations * Nutrition event Novemeber 8th 12-1pm forum plaza

Areas of concern related to your position and its constituents. * no areas of conern

Name * Matthew Richard

Position on Board * CoBA Representative

News: Highlights and successes related to your position (i.e. meetings, past events, new campus/community partners) * monthly meeting with Dean Hamerly went well learned a lot about taste for student success and new CoBA initiatives being put in place including tutoring outlets.

Updates on your ASI and University Committees * N/A

Upcoming Events and New Initiatives/Collaborations * TEDxCSUSM 11/4
Meet your CoBA Reps Coffee and Donut tabling 11/9

Areas of concern related to your position and its constituents. * N/A

Name * Meghan Aparri

Position on Board * College of Education, Health, and Human Services

News: Highlights and successes related to your position (i.e. meetings, past events, new campus/community partners) * The continuation of the Dean get together with students is on its way to be planned logistically with Dean Powell's assistants.

Updates on your ASI and University Committees * None

Upcoming Events and New Initiatives/Collaborations * Nutrition Kick is almost complete as the date and time is set and supplies have been purchased. All that has to be completed is the design aspects.

Areas of concern related to your position and its constituents. * None

Name * Yomira Zamora

Position on Board * VP Student and University Affairs

News: Highlights and successes related to your position (i.e. meetings, past events, new campus/community partners) * Establishment of Lobby Corps, Applications are now open until Oct. 27
Meeting with CSUSM Transitions Collective on resources for formerly incarcerated students or students impacted by the criminal legal system.
CSU Chancellor Advocacy Training Conference at SJSU

Updates on your ASI and University Committees * Working on SAC Policy Agenda
GEC- Options on LOTER requirement
Academic Senate- DACA Resolution and Delay on Executive Orders Resolution

Upcoming Events and New Initiatives/Collaborations * DACA Advocacy "Immigration is Beautiful" Event Monday Oct 23

Areas of concern related to your position and its constituents. * More student at large voices in BOD meetings

Name * Kimberly Anderson

Position on Board * Sustainability Rep

News: Highlights and successes related to your position (i.e. meetings, past events, new campus/community partners) * ASI Sustainability Project applications are now open and I have been promoting and sharing it with classes, clubs, and professors.

Updates on your ASI and University Committees * October 27th is the application deadline for the ASI Sustainability Project Funding. We have a Sustainability Projects Committee meeting on November 11/17/17

Upcoming Events and New Initiatives/Collaborations *

I want to do "No Straw November" ASI sustainability initiative. Basically removing self service single use plastic straws from campus and raising awareness on the harmful effects they have on the environment. For the month of November have a "ask only" straw policy

One Less Cup Campaign... Tabling in front of Jazzmans, Starbucks, and Coffee Cart giving away reusable cups. This is a tradition for sustainability reps on campus and I want to continue the tradition to raise awareness to reduce the amount of single use coffee cups people throw away everyday. This campaign takes place November 29th-December 16th. The season is perfect for hot drinks and students will be drinking more coffee during finals week. I still need to customize and purchase the cups.

This fall there will be a symposium about Community Choice Energy. Guest speakers have already been invited by Professor Christina Simokat who asked me if I could be involved in the project. The date and space has not yet been reserved yet but I would like to be involved through my position as Sustainability Rep, providing the refreshments and snacks for the people who attend.

Areas of concern related to your position and its constituents. * I'm concerned that there needs to be more awareness about the sustainability project funding. I'm also concerned that there would be a lot of struggle with Sidexo and the school to make No Straw November possible.

Name *	Anna Rapda
Position on Board *	Chair and Chief of Staff
News: Highlights and successes related to your position (i.e. meetings, past events, new campus/community partners) *	<p>Planning for ASI Showcase with Rex, looking at logistics</p> <p>Attended World Cafe hosted by Dr. Fredi Avalos- talking to faculty and staff regarding the need for a diversity course requirement for all students and looking to see what faculty need to know in order for students to be success</p> <p>Met with DOF regarding the graduation initiatives</p> <p>Successful not coffee but donut cart with Rex on Monday (October 16)</p>
Updates on your ASI and University Committees *	<p>Exec meeting: the Bylaws project, merging all the governing documents into one large document. Being informed of the process and the timeline. We revisited the BOD and Exec goals, hoping to have it all ready soon.</p> <p>Going to be sitting on the Periodic Review Committee for Dean Morningstar.</p>
Upcoming Events and New Initiatives/Collaborations *	ASI Showcase aka Townhall is pushed back to Spring Semester, hoping to make it bigger with the more time we will have for planning and preparing
Areas of concern related to your position and its constituents. *	Hope everybody is doing their role as student representative, making sure they are talking to their constituents and making it known to people that they are student representatives.

Name *	Noah Henwood
Position on Board *	CoBA Representative
News: Highlights and successes related to your position (i.e. meetings, past events, new campus/community partners) *	Met with Dean Hamerly last week, went over upcoming events and a small hiccup with Marketing internship credits
Updates on your ASI and University Committees *	N/A - No meetings since last BOD Meeting

Upcoming Events and New Initiatives/Collaborations *

Pop-up tabling date in the works, 7:30 - 9:30 a.m. free coffee

began collaboration with the LBSA on the Dress for Success Fashion Show

TEDxCSUSM - November 4, 2017

Areas of concern related to your position and its constituents. *

N/A

Name *

Cassie Wolff

Position on Board *

Veterans Student Representative

News: Highlights and successes related to your position (i.e. meetings, past events, new campus/community partners)

*

At Large Large Representatives: Josh, Kim, and myself had a pop up event going around the centers talking to students and asking students what their top struggle on campus was. We were also giving away (testing supplies, green booklets and scantrons), because it is midterms week, only if they answered a 2 question survey and followed our IG page. Our goal was to increase visibility of ASI through increasing our following, and to engage students while giving them a platform to quickly input their needs. This event was a success, in the sense that we had given all testing materials to students and received more likes and follows on our IG page. We also had a variety of feedback which will be brought up at the next SAC meeting.

Updates on your ASI and University Committees *

No updates. Committee meetings will be held post BOD meeting.

Upcoming Events and New

10/26: Meet Your ASI Rep

Initiatives/Collaborations *

10/30: Cougar Cub Crawl

Initiatives/Collaborations *

11/09: Unity Flag (interactive event for Veterans Day)

*

11/23: Cougar Thanksgiving (in the works, location approval and food pending)

Areas of concern related to your position and its constituents. *

none

Name *

Savana Doudar

Position on Board *

CHABSS Representative

News: Highlights and successes related to your position (i.e. meetings, past events, new campus/community partners) *

AJ and Kevin met with the dean and brainstormed for some big events, such as developing a small graduation ceremony for the CHABSS students who graduate in the fall semester.

Updates on your ASI and University Committees *

I am trying to plan an event that promotes and exposes different classes to CHABSS students. I would like a booth to be set up for a few different unique courses and have the booths discuss how their class ties into cultural competency, or something of that sort. I feel like it would be a great opportunity to have students branch out into different courses that could get them possibly excited for their upcoming semesters.

Short meeting with the Student Affairs Committee this week. Shortly discussed Engaged Education Definitions.

Upcoming Events and New Initiatives/Collaborations *

Coffee cart

Areas of concern related to your position and its constituents. *

N/A