

CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, California 93407  
ACADEMIC SENATE

FILE COPY

Academic Senate  
Executive Committee Agenda  
February 4, 1992  
UU 220 3:00-5:00 p.m.

Member  
Andre, Barbara  
Andrews, Charles (C)  
Botwin, Michael  
DeMers, Gerald  
Devore, Jay  
Gamble, Lynne (VC)  
Gooden, Reginald  
Kersten, Timothy  
Koob, Robert

Dept  
StLf&Actvs  
Actg  
ArchEngr  
PE/RA  
Stats  
Library  
PoliSci  
Economics  
VPAA

Member  
Lomas, Charles  
Mori, Barbara  
Murphy, James  
Peach, David  
Russell, Craig (Secty)  
Shelton, Mark  
Vilkitis, James  
Copies: Warren Baker  
Glenn Irvin  
Howard West  
Geoff Austin  
Kristin Burnett

Dept  
EngrTech  
SocSci  
IndTech  
Mgtmt  
Music  
CropSci  
NRM

*minutes of 1.14,  
1.21, and  
1.23.92  
were  
removed*

- I. Minutes:  
Approval of the January 14, January 21, and January 23, 1992 Academic Senate Executive Committee minutes (pp. 3-14).
- II. Communication(s) and Announcement(s):
- III. Reports:
  - A. Academic Senate Chair
  - B. President's Office
  - C. Vice President for Academic Affairs' Office
  - D. Statewide Senators
- IV. Consent Agenda:
- V. Business Item(s):
  - A. Academic Senate/committee vacancies:

Academic Senate committees:

SAED	Constitution & Bylaws	('91-93 term)
	Curriculum - MATT WALL	(WTR QTR)
	Elections	('91-93 term)
	Library (replcmt for P Pangotra)	('91-92 term)
	GE&B Blue Ribbon Committee (replcmt for Bilbija)	

PCS	Status/Women (replcmt for V Bross)	('91-92 term)
-----	------------------------------------	---------------

Status of Women Committee:

Part-time faculty representative

GE&B Subcommittee Area E:

One vacancy + an alternate

University-wide committees:

University Union Advisory Board

Two vacancies (one member and one proxy; this is a voting position)

continued on page two ---->

- B. Appointment to the CSU Academic Council on International Programs (ACIP), '92/93-'95/96 term (submissions from BARBARA ANDRE and WALTER TRYON) (pp. 15-18).
  - C. Selection of members to the Academic Program Review and Improvement Committee - BRING NAMES OF NOMINEES.
  - D. Vice President for Business Affairs Selection Committee - BRING NAMES OF NOMINEES.
  - E. Resolution on Appointment of Temporary Academic Employee to the Academic Senate-DeMers, Chair of the Constitution and Bylaws Committee (p. 19).
  - F. Resolution on Representative of Temporary Academic Employees to the Academic Senate-DeMers, Chair of the Constitution and Bylaws Committee (p. 20).
  - G. Resolution on Academic Senate Meeting Schedule-DeMers, Chair of the Constitution and Bylaws Committee (p. 21).
  - H. Resolution on Voter Eligibility-DeMers, Chair of the Constitution and Bylaws Committee (p. 22).
- VI. Discussion:  
ELM Recommendations (pp. 23-33).
- VII. Adjournment:

State of California

**RECEIVED**

California Polytechnic State University  
San Luis Obispo, CA 93407


**M e m o r a n d u m**

JAN 14 1992

To: Charlie Andrews  
Chair, Academic Senate

Date: January 14, 1992

**Academic Senate**

From: Barbara R. Andre   
Academic Senator

Copies:

Subject: Appointment to the Academic Council on International  
Programs (ACIP)

I would like to be considered for appointment to the Academic Council on International Programs (ACIP). My position as Coordinator of International Student Programs has provided the breadth and depth necessary to prepare me to serve as Cal Poly's representative to ACIP. Beyond administering International Student Programs, I have served on the Internationalization of the Cal Poly Curriculum Committee; chaired a subcommittee of the International Food and Agricultural Committee; served on the International Center Task Force; chaired the NASFA, Association of International Educators regional conference; and was the Coordinator of the Experience America component of the Partners of the Americas grant. My membership in Phi Beta Delta, International scholars honorary fraternity and CSU Association of International Educators, provides a comprehensive understanding of the international mission of American, as well as California State Universities.

Attached is my resume. I appreciate being considered for this appointment. I welcome the opportunity to discuss my qualifications in detail and learn more about the specific duties and responsibilities of the ACIP appointment.

Attachment

## BARBARA R. ANDRE

648 Mitchell Drive  
San Luis Obispo, CA 93401

(805) 544-5857 Home  
(805) 756-2476 Work

---

### EDUCATION:

- 1986    Doctorate of Education--Organization and Leadership  
         University of San Francisco  
         San Francisco, CA 94117
- 1971    Master of Arts in Education--Counseling and Guidance  
         California Polytechnic State University  
         San Luis Obispo, CA 93407
- 1969    Bachelor of Arts--Psychology  
         Humboldt State University  
         Arcata, CA 95521

### EXPERIENCE:

#### TEACHING

Psychology 251 - Staff development course for Resident Advisors. Focused on six roles: crisis intervention, referral, counseling, administration, setting limits, and group facilitation.

Psychology 251 - Cross-Cultural Leadership. Focused on multi-cultural and current theories of leadership.

Education 470 - Peer Helper Training course. Focused on human development theory and application, communication, role and responsibility of peer helper, helping skills, and human differences.

Education 356X - Peer Helper Field Experience. A supervised internship in Student Affairs.

Education 517 - Organizational Development in Education. Administrator's role in group process including fundamentals of human relations and working with formal and informal groups.

#### ADMINISTRATION

Served as administrative core member:

- Planned, implemented, and evaluated policies and programs,
- Developed manuals,
- Analyzed budgetary concerns and developed appropriate action.

Planned, developed, coordinated and conducted international student programs:

- Prepared a comprehensive program to meet the educational needs of international students.
- Represented the educational, social and personal needs of international students to faculty, staff, students, departments, schools, administration, the community, and state.
- Maintained liaison with appropriate university offices, foreign consulates, and United States Immigration & Naturalization Service on behalf of the international students.
- Served in advisory capacity to academic and other committees addressing internationalizing educational curriculum, cross-cultural programs, international food and agricultural issues, and implementation of an international center.
- Managed and approved budget transactions and accountability.

Developed, wrote grant and administered the Experience America component of the El Salvadoran Agriculture Program.

## SUPERVISION

Supervised twenty line managers in a shelter workshop.

Had complete responsibility for main office staff, ten full-time professionals, and fifty paraprofessionals:  
Coordinated and conducted special investigation of staff effectiveness, residential behavioral standards, environmental concerns.

Prepared and submitted personnel forms (appointments, promotions, terminations).

Mediated and resolved staff conflicts.

Chaired task forces in areas such as staff selection, orientation, crisis prevention, and program evaluation

Supervised programming for 3000 residents and ensured comprehensive and holistic programming.

Supervised twenty graduate and undergraduate interns:

Prepared a comprehensive student development program for each intern,

Evaluated performance and recommended a corresponding grade.

Supervised Multi-Cultural Center staff and directed a comprehensive cross-cultural program.

## COUNSELING

### Disabled Individuals

Developed comprehensive training program which enhanced social skills and provided satisfying work experience.

Evaluated and reported information concerning on-the-job training to the Department of Rehabilitation.

### Ethnic American and International Students

Advised students of national, state, campus, personal, and community resources available to meet their educational and personal needs.

Counseled students concerning academic, financial, and personal concerns.

Prepared and implemented orientation, reentry and professional integration programs.

Served as advisor to Cultural Advisory Committee.

### General Student Population

Assisted students in overcoming obstacles to achieve academic and personal success.

Served as Sexual Harassment Advisor.

## EMPLOYMENT HISTORY:

1988-present	Coordinator, International Student Programs California Polytechnic State University San Luis Obispo, CA 93407	1983-1988	Assistant Dean, Student Affairs California Polytechnic State University San Luis Obispo, CA 93407
1973-1983	Associate Director, Housing California Polytechnic State University San Luis Obispo, CA 93407	1971-1973	Rehabilitation Counselor New Horizons Northridge, CA 91328

## REFERENCES:

W. Carl Wallace  
Director, Campus Student Relations/Judicial Affairs  
California Polytechnic State University  
San Luis Obispo, CA 93407  
(805) 756-1521

Lois Dirkes  
Counselor, Counseling Center  
California Polytechnic State University  
San Luis Obispo, CA 93407  
(805) 756-2511

Kenneth B. Barclay  
Director, Student Life & Activities  
California Polytechnic State University  
San Luis Obispo, CA 93407  
(805) 756-2476

A.C. Walter Bethel  
Professor, Philosophy Department  
California Polytechnic State University  
San Luis Obispo, CA 93407  
(805) 756-2015 or Dept. Secretary 756-2041



Walter M. Tryon

---

Walter M. Tryon is a Professor in the Landscape Architecture Department of the School of Architecture and Environmental Design (SAED), Cal Poly, San Luis Obispo, CA. He is responsible for teaching courses in design, theory, and analysis. Walt has organized and lead three eleven week Off Campus Study Programs - Italy and Greece, Spain and Portugal and Spain and Morocco. As a design critic, consultant and guest lecturer, Walt is concerned with a holistic approach to environmental issues. Current professional activity includes research into environmental awareness, study of native cultures and vernacular landscapes, and assistance/support to developing countries. He has experience in a broad range of environmental design and planning projects in this country and abroad. Walt is presently consulting on the master plan for Escuela Agricultura de Region de Tropical Humedo (EARTH), Costa Rica for USAID.

EDUCATION

1974: M.L.A.- School of Landscape Architecture, State University of New York, Syracuse, NY  
1964: B.L.A.- School of Landscape Architecture, State University of New York, Syracuse, NY  
1964: B.S.- Syracuse University, Syracuse, NY  
1964 - Present: Continuing professional education - Cal Poly, San Luis Obispo, Syracuse University, Harvard University, Massachusetts Institute of Technology, University of North Carolina, University of Maryland

PROFESSIONAL LICENSURE

State of Maryland: Landscape Architect, License No. 236 (inactive)  
Commonwealth of Massachusetts: Landscape Architect, License No. 198

PROFESSIONAL EXPERIENCE - TEACHING

1976 - Present: Landscape Architecture Department, SAED, Cal Poly, San Luis Obispo, CA  
1970 - 1976: School of Landscape Architecture, State University of New York, Syracuse, NY

PROFESSIONAL EXPERIENCE - PRACTICE

1983 - Present: Principal, Tryon & Tryon, San Luis Obispo, CA  
1981 - 1987: Environmental Designer, San Luis Obispo Solar Group, Santa Margarita, CA  
1970 - 1976: Landscape Architect, Associate, The Reimann-Buechner Partnership, Syracuse, NY  
1968 - 1970: Landscape Architect, Senior Staff, Sasaki, Dawson, DeMay Associates, Watertown, MA  
1966 - 1968: Landscape Architect, Maryland National-Capitol Park and Planning Commission, Riverdale, MD  
1965: Planner, Candeub, Fleissig and Associates, Albany, NY  
1964 - 1965: Landscape Architect, Jean-Claude LaHaye and Associates, Montreal, P.Q., Canada

HONORS AND CITATIONS

1988: Member, Phi Beta Delta, Honor Society of International Scholars  
1987, 86, 85, 84: Honored Faculty Award, Student Council, SAED, Cal Poly, San Luis Obispo, CA  
1980: Outstanding Educator Award, Council of Educators in Landscape Architecture (CELA)  
1980: Member, Sigma Lambda Alpha, Theta Chapter, National Honor Society of Landscape Architects  
1975: Cited, Who's Who in the East  
1968: Resolution Award, Maryland National-Capitol Park and Planning Commission, Riverdale, MD  
1964: Merit Award in Design, American Society of Landscape Architects

ACADEMIC SENATE  
OF  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, California

AS.....91/C&BC

APPOINTMENT OF TEMPORARY ACADEMIC EMPLOYEE  
TO THE ACADEMIC SENATE

WHEREAS, The Academic Senate Executive Committee currently appoints one representative of the temporary academic employees to serve on a quarterly basis, and

WHEREAS, A yearly appointment would simplify this process and reduce the administrative work necessary for reappointment on a quarterly basis; be it

RESOLVED: That Article VI.B.9. of the Academic Senate Bylaws be changed as follows:

9. ~~/Each/quarter/~~ The Executive Committee shall appoint one representative of the temporary part-time academic employees to serve during that quarter or academic year. Normally, this shall be done prior to the first Academic Senate meeting for that quarter/year.

ACADEMIC SENATE  
OF  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, California

AS- 91/C & BC  
RESOLUTION ON REPRESENTATIVE OF TEMPORARY ACADEMIC  
EMPLOYEES TO THE ACADEMIC SENATE

WHEREAS, A quarterly appointment of temporary employees to the Academic Senate creates additional administrative duties, and

WHEREAS, A quarterly appointment leads to inconsistency in representation; be it

RESOLVED: That Article II.A.3. of the Academic Senate Bylaws be changed as follows:

3. Representative of Temporary PART-TIME Academic Employees  
A nonvoting member representing temporary part-time academic employees shall be appointed quarterly or annually depending on the length of the representative's lectureship appointment. ~~during the academic year.~~



ACADEMIC SENATE  
OF  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, California

AS.....91/C&BC  
ACADEMIC SENATE MEETING SCHEDULE

- WHEREAS, Article IV.A.1. of the Academic Senate Bylaws leaves no flexibility for scheduling additional meetings of the Academic Senate; and
- WHEREAS, Occasionally two senate meetings are scheduled during some months; be it
- RESOLVED: That Article IV.A.1. and IV.A.2. of the bylaws be changed as follows:

A. Regular Meetings

1. Regular meetings of the Academic Senate shall be at 3:00 pm on ~~the second~~ Tuesdays ~~of each month, as needed,~~ except in the months of July, August, and September.
2. The Executive Committee of the Academic Senate ~~may~~ *change the day and/or time of the regular meeting if the second Tuesday occurs* shall not schedule Academic Senate meetings:
  - a. on a academic holiday
  - b. after the last regular day of classes during the quarter; or
  - c. during final examinations

*The change must be announced at the previous regular meeting. The rescheduled time shall be as close as possible to the second Tuesday of that month where the change is needed.*

ACADEMIC SENATE  
OF  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY

AS- 91/C & BC  
RESOLUTION ON VOTER ELIGIBILITY

- WHEREAS, Information relating to voter eligibility within the Academic Senate Bylaws is not completely true and is misleading; and
- WHEREAS, Only tenured and tenure track faculty can vote for University Professional Leave Committee (UPLC) members and only librarians can vote for a Librarian to UPLC; be it
- RESOLVED: That Article I.B.8. of the Academic Senate Bylaws be changed as follows:

8. Voter Eligibility

Voting members of the General Faculty as specified in Article I. of the Constitution are eligible to vote for:

- a. senators from schools or Professional Consultative Services;
- b. C.S.U. Academic Senate members;
- c. members of the Research Committee; and
- d. members of the University Professional Leave Committee (voting restricted to tenured and tenure-track faculty/librarians);and
- e. consultative committees as needed.

State of California

## Memorandum

**CAL POLY**  
SAN LUIS OBISPO  
CA 93407

**RECEIVED**

To :Charlie Andrews, Chair  
Academic Senate

Date 27 Jan 92

JAN 29 1992

File No.:

Academic Senate

Copies R. Koob

From :Glenn Irvin  
Associate VPAA

*G. Irvin*

Subject:ELM Recommendations

Charlie,

Attached is the latest draft of the procedures for the ELM. As you know, the Student Progress Committee, working with Art DeKleine and Paul Murphy, has been tightening up the current procedures to bring them in line with new Chancellor's Office directives and to ensure we test, diagnose, and place students in mathematics classes quickly and accurately.

Although the recommendations need some further refinement with regard to score and placement levels and staffing for classes, I'm hoping to include these in the 1992-94 catalog, which is going to press very soon, and would appreciate your having the Senate review the recommendations so I can move ahead with them as quickly as possible.

Call if you have any questions.

DRAFT

23 Jan 91

Student Progress Committee

Recommendations Regarding the ELM

Intent: to identify each student's mathematical competency level and place the student in the appropriate class.

1. A demonstrated proficiency in prerequisite skills should be required for enrolling in any entry level mathematics or statistics course.

For entry into:

Requirement:

MATH x100	Beginning Algebra	ELM score below 480. SAT/ACT score below
MATH 104	Intermediate Algebra	ELM score 480 to ---. SAT/ACT score --- to ---.
MATH 116 117	Precalculus Algebra	ELM score -----. SAT/ACT score -----.
MATH 118		ELM score -----. SAT/ACT score -----.
MATH 119 120		ELM score -----. SAT/ACT score -----.

Exceptions: Transfer students with a grade of C or better in a college-level mathematics or statistics course which satisfies General Education requirements.

Individual exceptions to be determined by ELM program coordinator or chair of the Mathematics Department.

2. All students not exempted must take the ELM exam prior to enrolling in a Cal Poly mathematics or statistics class. Placement in these classes will be determined by diagnostic scores.

Students who are admitted without taking the ELM exam, if not exempt, must take the exam during the orientation week during Fall, Winter, and Summer quarters.

All students, if not exempt, who do not take the ELM exam within two quarters of initial enrollment at Cal Poly will be disqualified.

3. Information regarding mathematics diagnostic test scores and other preparation for study in mathematics and statistics is

to be placed on the data base in a timely manner so it can be used to advise and register students in appropriate classes.

ELM, SAT, ACT, and MAPE scores for entering freshmen are to be placed on the data base.

Transfer students are to be checked for math coursework and requirements.

4. The CAPTURE System should be coded to block registration in inappropriate mathematics or statistics classes based on diagnostic scores.
5. Enough sections of entry level mathematics courses should be offered to provide spaces for students required to take them. Sufficient sections should be offered during quarters when demand is highest.
6. Admission selection criteria should be adjusted to place more emphasis on mathematics competency.

Entering freshmen should be prepared for the first mathematics and statistics courses required by their major, or for the courses to meet the General Education and Breadth requirement.

Transferring students should have satisfied mathematics and statistics requirements for General Education and Breadth, and be prepared for mathematics or statistics courses required by their major.

7. Adequate time and resources should be provided for the program and coordinators to carry out their responsibilities.
8. Time to satisfy the ELM:

Freshmen must satisfy the ELM exam or pass a mathematics or statistics class at the level of intermediate algebra within 1 year of initial enrollment at Cal Poly

Transfer students should have the GE&B mathematics and statistics requirement completed and ELM satisfied. If not, they should have ---- to satisfy both requirements.

At Cal Poly, ELM scores are valid for two years.

Supporting Information:

3. (Schedules for each quarter--information vs. registration)
5. Current estimates indicate the following number of spaces are required to meet demand:

MATH x100	420 seats per academic year
MATH 104	630 seats per academic year

ILE \$ for math? Where are you?



State of California

California Polytechnic State University  
San Luis Obispo, CA 93407

## Memorandum

To: Glenn Irvin, Associate Vice President  
for Academic Affairs

Date: January 17, 1992

File: recomend.elm,jkb.sg

Copies: P. Lee  
R. Koob  
H. Scott  
W. Mark  
S. Breitenbach  
P. Ringer  
J. Murphy  
G. Punches  
C. Andrews  
B. Hensel  
J. Maraviglia

From: J. Kent Butler, Associate Dean  
School of Engineering

Subject: UPDATED "DRAFT" FOR RECOMMENDATIONS  
REGARDING THE ELM

For the record, be advised that the input from the School of Engineering does not concur with recommendation 5.

- "5. Enough sections of entry level mathematics courses should be offered to provide spaces for students required to take them. Sufficient sections should be offered during quarters when demand is highest.

Current estimates indicate the following number of spaces are required to meet demand:

MATH x100 420 seats per academic year

MATH 104 630 seats per academic year"

1. These courses are not entry level but remedial.
2. Staffing of same would limit offering of entry level and above courses by Math Dept.

## Memorandum

To : Glenn Irvin  
Assoc Vice President for Academic Affairs

Date : January 21, 1992

File No.:

Copies : T. Hale  
P. Bailey  
Test Office

From : *H. Arthur DeKleine*  
H. Arthur DeKleine, ELM Coordinator  
Mathematics Department

Subject: Two recommendations.

1. I would like to recommend that we add to the Student Progress Committee Recommendations Regarding the ELM, under item 8. Time to satisfy the ELM, a third paragraph,

At Cal Poly, ELM scores are valid for a period of two years.  
This period is longer than ideal, but easier to administer.

2. I think we need a meeting with Kerry Yamada, George Stanton, Stefanie Shuman, Dorothy Tomilson, and anyone else interested in the testing schedule, to set the ELM test schedule for next year. The Test Office may need as much lead time as possible to make plans.


RECEIVED  
JAN 21 1992  
TESTING  
OFFICE

THE CALIFORNIA STATE UNIVERSITY  
Office of the Chancellor  
400 Golden Shore  
Long Beach, California 90892-4275

(310) 985-2800

Date: January 6, 1992

To: Presidents

From: Herbert L. Carter   
Executive Vice Chancellor

Subject: Determination of Competence in Entry Level Mathematics, Executive Order No. 582

I am transmitting to you five copies of Executive Order 582 which establishes revised procedures for the development and implementation of entry level mathematics competency programs. The Executive Order, which is *effective beginning May 9, 1992*, provides significant changes in the procedures leading to certification of entry level competence in mathematics.

The Executive Order is effective on the same day as the first systemwide administration of the revised CSU Entry Level Mathematics (ELM) examination (May 9, 1992). Because the revised examination tests the full three years of required college preparatory mathematics, new scoring guidelines have been established.

The score denoting competence in entry level mathematics sufficient to undertake the first baccalaureate mathematics course has been identified by the ELM Development Committee as a *raw score of 39*. This score will be under continuous review by the committee to ensure that it remains an appropriate measure of competence. The official "scaled" competency score will be calculated after the first test administration.

Scores on other tests determined to be equivalent to ELM competence and providing ELM exemption are listed on Addendum A to the Executive Order.

The President has the responsibility for implementing this Executive Order and for maintaining the campus repository and index of all Executive Orders.

Please address any questions regarding this Executive Order to the Assistant Vice Chancellor, Academic Affairs, Educational Support.

HLC/pb  
Attachment

---

Distribution: Vice Presidents, Academic Affairs  
Vice Presidents/Deans, Student Affairs  
Chairs, Campus Senates/Councils  
Deans/Directors, Admissions and Records  
Deans, Undergraduate Studies  
Test Officers  
Chairs, Departments of Mathematics  
Directors of Counseling  
ELM Liaison Officers  
Presidents, Associated Students  
Chancellor's Office Staff

Executive Order No. 582

THE CALIFORNIA STATE UNIVERSITY  
Office of the Chancellor  
400 Golden Shore  
Long Beach, California 90802-4275

Executive Order No.: 582

Title: Determination of Competence in Entry Level Mathematics

Effective Date: May 9, 1992

Supersedes: Executive Order No. 498

This Executive Order is issued pursuant to Title 5, California Code of Regulations, Sections 40405.1-40405.4, specifically Sections 40405.1 and 40405.4, and Sections 1 and 2 of Chapter III of the Standing Orders of the Board of Trustees of The California State University.

This Executive Order supersedes Executive Order 498, pertaining to mathematics competence to be demonstrated by entering college students. This Executive Order is effective for undergraduate students entering under the 1983-84 or later campus catalog or bulletin.

I. Policy Development

The Advisory Committee on Entry Level Mathematics, appointed by the chancellor from among the CSU faculty and administration, shall have primary responsibility for policy development and recommendation regarding entry level mathematics skills testing and instruction.

II. Entry Level Competence

- A. Each entering CSU undergraduate student shall be required to take the CSU Entry Level Mathematics (ELM) examination for placement in appropriate coursework, except those who qualify for the following exemptions:

—First-time freshmen can qualify for an exemption on the basis of satisfactory performance on examinations determined to be appropriate by the Entry Level Mathematics (ELM) Development Committee. These examinations and the required minimum scores are described in Addendum A.

—Transfer students can qualify for an exemption either on the basis of satisfactory performance on an examination listed in Addendum A or by completion and transfer to CSU of a college course that satisfies the General Education-Breadth quantitative reasoning requirement, provided such course was completed with a grade of "C" or better.

- B. The CSU Entry Level Mathematics Development Committee shall review the ELM examination at least annually and revise it as necessary. The committee shall determine the "passing" score denoting entry level mathematics competency on the ELM examination which shall be applicable systemwide. The committee shall be appointed by the chancellor.

Executive Order No. 582

- C. Satisfying the ELM requirement shall be defined as any one of the following:
1. Receiving exemption from the ELM examination,
  2. Passing the ELM examination, or
  3. Taking the ELM examination and, in the event of not passing it, demonstrating competence in intermediate algebra by passing campus-approved mathematics courses and/or by retaking and passing the ELM examination.

A non-exempt student shall be required to take the ELM examination before enrollment in any quantitative reasoning course, including remedial courses. Each student subject to the ELM requirement shall be encouraged to satisfy it as soon as possible after being admitted. Campuses shall require students who must take the ELM examination to do so before the end of the first semester or the first two quarters of enrollment. Campuses may grant one-term extensions of the deadline for taking the ELM examination, when students can demonstrate that circumstances beyond their control necessitate such extension.

Each campus may require at local option that a student pass the ELM examination through earning the competency score set by the ELM Development Committee prior to entry into a course which satisfies the General Education-Breadth requirement in quantitative reasoning. Campuses may also establish time limits for the applicability of ELM scores and mathematics course grades to eligibility for enrollment in specified coursework as determined locally.

- D. Satisfaction of the ELM requirement shall be prerequisite to enrollment in a course which satisfies the General Education-Breadth requirement in quantitative reasoning. Campuses shall ensure that students who do not demonstrate the requisite competence take appropriate steps to correct deficiencies. Campuses may permit students to retake the ELM examination at local option, particularly after self-study and/or enrollment in self-contained classes, study, or tutoring.
- E. Campuses are free to designate other courses for which satisfaction of the Entry Level Mathematics (ELM) requirement is prerequisite.

  
Barry Munitz, Chancellor

Date: January 6, 1992

THE CALIFORNIA STATE UNIVERSITY  
EXEMPTION FROM THE ELM EXAMINATION BASED ON PERFORMANCE  
ON ALTERNATE EXAMINATIONS

Students will be exempted from the ELM examination for having performed at or above the level specified below on the following examinations:

Score	Examination
3	College Board Advanced Placement Mathematics Examination (AB or BC)
560	Scholastic Aptitude Test (SAT)-Math
27	American College Testing (ACT) Mathematics Test (Taken Prior to October 1989)
28	Enhanced ACT Mathematics Test (Taken October 1989 and later)
560	College Board Mathematics Achievement Test, Level 1 or Level 2