

Events Calendar

Executive Order 1048: Mandatory Early Start

April 2009: CSU English Council issues statement opposing “Mandatory Early Start.”

June 11, 2010: CSU Chancellor issues EO 1048, explaining that it is “designed to facilitate a student’s graduation through changes in policies on fulfilling entry-level proficiencies in mathematics and English.” The gist:

“As of summer 2012, incoming freshmen who have not demonstrated proficiency in English and/or mathematics will be required to begin remediation prior to the term for which they have been admitted, e.g., summer prior to fall.”

June 29: CSU Northridge first EO 1048 meeting to begin coordinating the campus plan, which we are required to submit to the EO 1048 M.E.S. CO Implementation Team by November 19. First decision: whatever we design at CSUN must benefit students.

July 22: CSU Northridge “Logistics” group begins meeting to address challenges in areas of Academic Technology, Admissions & Records, assessment, benchmarks, curriculum, Educational Opportunity Program, exceptions, Financial Aid, funding & budget, outreach (to high schools, students, parents, etc.), Testing, and other essential issues.

July 28: CSU Northridge “Reading-Writing” group begins meeting to design a summer writing experience.

Sep. 1: CSU Northridge “Math” group meets to discuss and refine summer math plans (a follow-up to quite a series of emails on this topic)

Sep. 26: CSUN’s first draft of the campus plan for EO 1048 Mandatory Early Start is complete and goes out to the 30 members of the three subgroups (Logistics, Math, and Reading-Writing) for review.

Sep. 29: The CSU Executive Vice Chancellor and Chief Academic Officer sends out a six-page document (dated Oct. 1) titled “Early Start Policy Clarification and Guidance” which appears to add detailed new restrictions to the terms of EO 1048. CSU English Council now declines to send even the t-shirted “observer” to the meetings of the CSU Implementation Team.

Oct. 4: CSUN’s second draft of the campus plan for EO 1048 Mandatory Early Start goes out to the 30 committee members for review, and to Senate Executive Committee as an information item for their Oct. 7 meeting.

Oct. 7: The CSU Executive Vice Chancellor and Chief Academic Officer sends out a letter clarifying the Sep. 29 document: “The guidelines are only ‘guidelines.’ They are not intended to restrict campus planning efforts in any way.”

Nov. 19: CSUN’s plan (all campus plans) due to the CO for review by the Implementation Team.

Overview for the Faculty Senate at CSUN (10-21-2010): Executive Order 1048: Mandatory Early Start

CSUN EO 1048 website with some useful links:

<http://www.csun.edu/afye/EO-1048-at-CSUN-Resource-Page.html>

Summary of our CSUN plan as of this writing (10-12-2010):

1. Logistics: we are providing solutions to some of the formidable challenges on our A-Z list. We think we have the right people working on each problem (for instance, Bonnie Paller for assessment, Dwayne Cantrell and Neida Salazar for Outreach, Lili Vidal for Financial Aid, Suzy Babikan and Janet Rienbolt from A&R, Bettina Huber from IR, etc.). Students will be able to progress through math and into reading-writing (that is, it's possible for them to address both areas during summer).

2. Math: we will continue offering four pathways students can follow, beginning as early as March of their senior year in high school. The pathways allow students to begin working on remediation online; then if they wish, they can supplement their online work with required time in an on-campus lab staffed by an instructor and student tutors beginning in summer session 1; and then if that's not going well, they can register for full-blown Developmental Math classes, either as part of CSUN's own "Little Early Start" in summer session 3 or through the Tseng College. Outcomes: student passes 0, 1, or 2 Developmental Math classes and is 1048'd or not.

3. Reading-Writing: we are proposing a late-summer three-week experience. Most of it will occur online, but with CSUN peer tutors, supplemental instruction tutors, and writing faculty supervision on the other end of the line, and a campus "lab" or "emporium" for students wanting in-person help. Some discussion of a "satellite lab" or "satellite emporium" located in an underserved area of LA (possibly near the Maxine Waters Education Center at 106th & Central) and/or at various high schools or CCC. Zero units (at present). Low to no cost. The plan:

- Students will be placed in groups of 3
- Each student will be assigned three writing tasks:
 1. Self-introduction and recap of a meaningful literacy experience
 2. Response to a provocative assigned reading
 3. Response to assignment 2 as written by their peers in the group of 3
- Outcomes: digital certificate of completion for students who complete all 3 assignments; notice of EO 1048 activity participation for students who attempt all 3 assignments.

4. Next steps:

- Oct. 18 draft now under review by the committee with a preamble explaining why we believe our plan is the strongest possible program for our freshmen, although it will not match all criteria in 1048. Our program will contribute directly and indirectly to freshman success. Students may eliminate some developmental course work in math, and will be asked to engage in writing exercises that prepare them for success in college writing and at college more generally.
- Decision about whether to offer Reading-Writing as units: must students register?
- Continued campus consultation and discussion.