**General Education Assessment Schedule**

**Area C1 and C2: Integrated Assessment**

Course Prefix and Number: AMS 1A/B  
Course Title: American Civilization

Course Coordinator: Scot Guenter  
E-mail: scot.guenter@sjsu.edu

Submission Date: April 2018  
College: H&A

End of next Program Planning cycle (Self Study due to Dean; see Program Planning) 2019

Instructions: Each GE assessment schedule must indicate the plan for assessing all GELOs during the program planning cycle (beginning with the AY of the last PP Self Study and concluding with the last full AY prior to the year in which the PP Self Study is due). Departments may assess any combinations of GELOs in a given year, but they must assess all GE area GELOs in a program review cycle. Some assessment of the course is required each academic year.

<table>
<thead>
<tr>
<th>GE Student Learning Objective</th>
<th>When will this GELO be assessed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>GELO 1 (C1): Arts courses will enable students to recognize aesthetic qualities and processes that characterize works of the human intellect and imagination.</td>
<td>2017-18</td>
</tr>
<tr>
<td>GELO 2 (C1): Arts courses will enable students to respond to works of art both analytically (in writing) and affectively (in writing or through other forms of personal and artistic expression).</td>
<td>2017-18</td>
</tr>
<tr>
<td>GELO 3 (C2): Letters courses will enable students to recognize how significant works illuminate enduring human concerns.</td>
<td>2017-18</td>
</tr>
<tr>
<td>GELO 4 (C2): Letters courses will enable students to respond to significant works by writing both research-based critical analyses and personal responses.</td>
<td>2018-19</td>
</tr>
<tr>
<td>GELO 5 (C1/C2): Arts and Letters courses will enable students to write clearly and effectively. Writing shall be assessed for correctness, clarity, and conciseness.</td>
<td>2018-19</td>
</tr>
<tr>
<td>Other: (optional; e.g. diversity, writing)</td>
<td></td>
</tr>
</tbody>
</table>

This assessment schedule must be electronically submitted to <curriculum@sjsu.edu>, by the department chair, to the Office of Undergraduate Studies with an electronic copy to the home college. Assessment schedules for all GE courses are due **October 1 of the AY in which the PP Self Study is due**.
**Areas D2 and D3: Integrated Assessment**

Course Prefix and Number: **AMS 1A/B**  
Course Title: **American Civilization**

Course Coordinator: **Scot Guenter**  
E-mail: **scot.guenter@sjsu.edu**

Submission Date: **April 2018**  
College: **H&A**

End of next Program Planning cycle (Self Study due to Dean; see Program Planning 2019)

Instructions: Each GE assessment schedule must indicate the plan for assessing all GELOs during the program planning cycle (beginning with the AY of the last PP Self Study and concluding with the last full AY prior to the year in which the PP Self Study is due). Departments may assess any combinations of GELOs in a given year, but they must assess all GE area GELOs in a program review cycle. Some assessment of the course is required each academic year.

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<tr>
<td>GELO 1 (D2/D3): Students will be able to place contemporary developments in cultural, historical, environmental, and spatial contexts.</td>
<td>2018-19</td>
</tr>
<tr>
<td>GELO 2 (D2/D3): Students will be able to identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them.</td>
<td>2019-20</td>
</tr>
<tr>
<td>GELO 3 (D2/D3): Students will be able to evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues.</td>
<td>2019-20</td>
</tr>
<tr>
<td>GELO 4 (D2): Students will be able to compare and contrast two or more ethnic groups, cultures, regions, nations, or social systems.</td>
<td>2019-20</td>
</tr>
<tr>
<td>GELO 5 (D3): Students will be able to apply multidisciplinary material to a topic relevant to policy and social action at the local, national, and/or international levels.</td>
<td>2020-21</td>
</tr>
<tr>
<td>Other: (optional; e.g. diversity, writing)</td>
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Areas US1, US2 and US3: Integrated Assessment

Course Prefix and Number: AMS 1A/B  
Course Title: American Civilization

Course Coordinator: Scot Guenter  
E-mail: scot.guenter@sjsu.edu

Submission Date: April 2018  
College: H&A

End of next Program Planning cycle (Self Study due to Dean; see Program Planning 2019)

Instructions: Each GE assessment schedule must indicate the plan for assessing all SLOs during the program planning cycle (beginning with the AY of the last PP Self Study and concluding with the last full AY prior to the year in which the PP Self Study is due). Departments may assess any combinations of SLOs in a given year, but they must assess all GE area SLOs in a program review cycle. Some assessment of the course is required each academic year.

GE Student Learning Objectives – highlighted sections must appear on greensheets

<table>
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<th>When will this SLO be assessed?</th>
</tr>
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| SLO 1: Students will be able describe the principal events, developments, ideas, politics, and international relations in all the territories now in the United States from the beginnings of this society until the present. While considering these topics, students should be asked to analyze certain subtopics, including:  
  a) the continent’s earliest inhabitants, colonization, slavery, the American Revolution and the early Republic, territorial expansion, economic development, political reform and reaction, Civil War and Reconstruction, foreign relations, wars and conflicts, religious, labor and civil rights movements, feminism, environmentalism and identity politics; and  
  b) within the study of these subtopics should be a consideration of women and gender relations; the history and experience of racial and ethnic minorities; immigration to the United States and the experiences of immigrants; and patterns of race and class relations. | 2020-21 |
| SLO 2: Students will be able to explain how political decisions are made, their consequences for individuals and society, and how individuals and groups may affect the decision-making process. As students analyze the meaning and content of the democratic process as it has evolved in the United States and California, at a minimum, they should be able to describe:  
  a) the foundations of the political system, including the evolution of the philosophies of the U.S. and California constitutions, political culture, separation of powers, bureaucracy, federalism, and relations among various levels of government. Students should also analyze the evolving institutions of government, including a study of the powers of the President, Congress, and the Judiciary;  
  b) the links between the people and government, including participation and voting, political parties, interest/lobbying groups, and public opinion and socialization. Students should also analyze the rights and obligations of citizens, the tension between various freedoms of expression, including issues related to censorship and freedom of speech, due process and the maintenance of order, the efforts to end racial, gender and other forms of discriminatory practices in both the public and private sectors of society; and  
  c) the operations of California government, including the similarities and differences between the California and U.S. Constitutions, the relationship between state and local government in California, the basic issues of California politics, and a careful assessment of the impact of demographic changes on the history and politics of the state and the nation. | 2020-21 |
| SLO 3: Students should also be able to:  
  a) identify the tools of political action and collective decision-making at the local, state, national, and global level; and  
  b) articulate the values and assumptions that inform their civic engagement. | 2021-22 |

Other: (optional; e.g. diversity, writing)

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