



Board of General Studies
MINUTES – 1450-1630, 9 September 2010, CL 412

Present: Stephen Branz, Dennis Jaehne, Matt Masucci (CASA), Simon Rodan (COB), Tri Caohuu (Engr), Julie Sliva Spitzer (COS), Shahin Gerami (COSS)

Absent: VACANT (Educ), VACANT (H&A)

Guest: Ed Mammary (HS 172)

- 1.0 Introductions and Information about assigned time:
Matt Masucci newly selected to represent CASA; Educ and H&A still selecting members; 0.2 assigned time per member for the AY 2010/11 (all transferred to colleges Fall 10)
- 2.0 AAC&U Proposals for "General Education for a Global Century"
Following discussion, there was a vote unanimous endorsing the pursuit of this funding opportunity. The Board judged that our program is already incorporating many of the design principles required by the AAC&U. If successful, significant changes to the GE Guidelines will probably be needed. Senate Chair (Kaufman) and Vice-Chair (Von Till) are already informed and supportive.
- 3.0 TA 48 -- this existing GE course in Area E. The department (RTVF) submitted a minor course change. Dennis and I would like BOGS' opinion about whether the course still meets the goals and objectives of Area E. -- *BOGS shared concerns and agreed to let Steve contact the department to bring the course up to the standards expected of new submissions (clear links between SLOs and assignments; specifics for writing assignments (may be in Reader not available; weak for SLOs #2 & #3.*
- 4.0 HS 172 -- (re)consideration as new Area R course -- **APPROVED 3-1-1** (*with concerns remaining about how well the revised assignment addressed the pseudoscience SLO*)
- 5.0 Continuing discussion of existing GE exceptions and future ways to demonstrate competence with waver exams (via the Testing Center) or challenge exams -- we had lots of great discussions last year, but little in the way of consensus ideas, action items, or suggested policies. We need an actionable plan this semester.

FUTURE ITEMS

- 6.0 Integrated courses -- COMM 168 & 168W, a new HUM proposal for integrated SJSU Studies, a hypothetical Honors Sci, and a proposed MAS 2-course sequence integrating Area D1 and E -- Anne Marie Todd (coordinator for the COMM 168/168W courses) can make it to our Oct 7th meeting, so I will invite reps for the other courses to have a session that will hopefully inform and guide future course development.
- 7.0 Progress report/discussion of the GE Program Assessment (GEPA) pilot projects
- 8.0 Meeting Schedule for Fall 2010:

Sep 9, 23, Oct 7, 21, Nov 4, 18, Dec 2

9.0 Meeting Schedule for Spring 2011:
Feb 10, 24, Mar 10, 24, Apr 7, 21, May 5



Board of General Studies MINUTES – 1450-1630, 23 September 2010, CL 412

Present: Stephen Branz, Dennis Jaehne, Matt Masucci (CASA), Simon Rodan (COB; via speakerphone), Tri Caohuu (Engr), Julie Sliva Spitzer (COS)

Absent: VACANT (Educ), VACANT (H&A), Shahin Gerami (COSS)

Guests: Jackie Snell (Director of Assessment), Marcos Pizarro (MAS 1A/1B)

1.0 Approval of Minutes (Sep 9): 4-0-0

2.0 Information Items

- A. AAC&U Proposal for "General Education for a Global Century" -- link to Call for Participation <http://www.aacu.org/SharedFutures/global_century/cfp.cfm> -- Proposal was submitted Wed, Sep 15 and distributed electronically.
- B. TA 48 -- Steve met with TA faculty to express BOGS' concerns about whether the course still meets the goals and objectives of Area E; they were very receptive to modifications and clarifications of greensheet. (Recall: concerns discovered via minor curr change)

3.0 GE Annual Reports -- only 92 of 250 GE Annual Reports have been turned in so far (due 9/1/10). Spreadsheet distributed electronically. As with the GE Assessment Schedules due in Fall 2009, BOGS members (with assistance from Ads as needed) will be responsible for collecting outstanding reports from their respective colleges (BUS and ENGR will assist colleges with much heavier GE course rosters). -- Steve has reviewed some of the reports submitted and has found a significant number missing the point. This will be a discussion topic.

4.0 New Course Proposal -- MAS 1A/1B (E/D1) -- distributed electronically. Suggestions made to strengthen proposal included more emphasis on physiology (or better explanation of how existing assignment address SLOs) and more specific linkages between SLOs and assignments. Course sequence thought to be an excellent idea and good model for others to emulate. MAS 10A (Area E) needs a bit more work that MAS 10B which fits very well in Area D1. Coordinator will revise and resubmit.

5.0 Continuing discussion of existing GE exceptions and future ways to demonstrate competence within degree programs or with waver exams (via the Testing Center) or challenge exams.

FUTURE ITEMS

6.0 Integrated courses -- COMM 168 & 168W, a new HUM proposal for integrated SJSU Studies, a hypothetical Honors Science -- Anne Marie Todd (coordinator for the COMM 168/168W courses) can make it to our Oct 7th mtg, so I will invite reps for the other courses to have a session that will hopefully inform and guide future course development.

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Board of General Studies MINUTES – 1450-1630, 7 October 2010, CL 412

Present: Stephen Branz, Dennis Jaehne, Matt Masucci (CASA), Simon Rodan (COB), Tri Caohuu (Engr), Andrew Fleck (H&A), Julie Sliva Spitzer (COS), Shahin Gerami (COSS)

Absent: VACANT (Educ)

Guests: Anne Marie Todd (COMM 168/168W), Cynthia Rostankowski (HUM Honors & proposed UD integrated GE)

1.0 Approval of Minutes (Sep 23): 5-0-1

2.0 Information Items

- A. 114 of 250 GE Assessment annual reports submitted as of Oct 5th
- B. Hard deadline of October 15th for this Fall 2010; in future it will be October 1st.
- C. Email sent to college ADs (cc'd to BOGS) to assist with submissions
- D. **ACTION ITEM (Branz)** -- set up Google docs for sharing this info

3.0 New Course Proposal -- MAS 1A/1B (E/D1) -- pending resubmission by Marcos Pizarro.

4.0 Integrated courses

- A. Anne Marie Todd (coordinator for the COMM 168/168W courses) described the history, goals, and logistics of *Global Climate Change* (meets RSVZ in 9 units = 6+3) and answered questions about merits and struggles associated with the course sequence.
- B. Cynthia Rostankowski (coordinator) similarly presented Humanities Honors (meets A1/A2/A3/C1/C2/D2/D3/F1/F2/F3 in 24 units = 6+6+6+6) then described a proposal for an SJSU Studies (RSVZ) Humanities sequence structured similarly to the Humanities Honors and titled *Ways of Knowing in a Global Context*. -- We briefly discussed the idea of an Honors designation and whether it would make sense in this instance.
- C. Scot Guenter (coordinator for AMS 1A/1B; meets C1/C2/D2/D3/F1/F2/F3 in 12 units = 6+6) was not available to present/discuss this integrated course sequence.
- D. MAS 1A/1B (D1/E) provides a new model that might work as a “stretch FYE” course sequence for a number of disciplines with a first semester E/FYE (2 sections of 20 students max) and a second semester with a disciplinary focus (eg, C1, C2, B1, B2, D1; 1 section of 40 students max)
- E. (Hypothetical) Integrated Science sequence (B1/B2/B3/B4/D1 in 12 units = 6+6) to pick up all CORE GE areas not covered in Humanities Honors with the exception of Area E. This suggestion is in a campus proposal submitted to AAC&U (*GE in a Global Century*, one of whose goals is improved scientific literacy).
- F. Benefits include inherently integrative nature of multi-semester team-taught course sequences. Pitfalls include logistics of creating and maintaining faculty teams and course continuity, and awarding of partial GE credit for partial completion of course sequence.
- G. Possible items to be included in “Guidelines/Criteria for Integrated GE Course Sequences (suggestions based on discussion):

1. multi-semester learning communities
2. true team-teaching with faculty from different departments/disciplinary backgrounds
3. community/service learning component
4. include assignment(s) integrating knowledge or disciplinary approach of students' majors (or minors) with integrated GE content
5. clearly define partial GE credit (if any) for partial completion of sequence; establish prerequisite grade to move from one semester to the next
6. For SJSU Studies -- (1) must include assessment of integration of knowledge (using common rubric such as AAC&U VALUE) and (2) must incorporate and assess application of "...basic skills (reading, writing, speaking, critical thinking, research, and mathematics)..." [see Pedagogical Approach boilerplate for Area RSV in GE Guidelines]

5.0 Meeting GE Course/Area SLOs in the Major

Proposed policy level considerations:

- A. Initial approval (certification) through (GEAPs?) BOGS; continuing certification via annual reports and 5-year summaries aligned with Program Planning Self-Study; procedures parallel to GE courses.
- B. NOTE: difference from GE at CORE -- transfer students get GE certification from GE coursework taken at a CCC, whereas non-GE major coursework at a CCC is not similarly certified.
- C. Therefore, demonstration of student achievement of GE SLOs (even for CORE Area SLOs) must happen at the upper division.
- D. Ideally, for CORE GE, departments could/should (?) use signature assignments and common rubrics developed and/or approved by the relevant GEAP.
- E. SJSU Studies -- similar except without GEAPs -- NOTE: CSU/Title 5 requires 9 UD GE units in residence, so this should be a formal substitution for GE associated with units; it is NOT a waiver which implies that the requirement is not needed.

Timeline/Sequence:

- A. Begin with Critical Thinking (Area A3; available to all departments not currently granted a GE modification).
- B. Require those departments granted Critical Thinking modifications in 1998 to similarly demonstrate that their major degree program(s) meet(s) similar criteria for approval.
- C. Extend to other GE Areas (Area E next?)

FUTURE ITEMS

6.0 Progress report/discussion of the GE Program Assessment (GEPA) pilot project

7.0 Meeting Schedule for Fall 2010:
Sep 9, 23, Oct 7, 21, Nov 4, 18, Dec 2

8.0 Meeting Schedule for Spring 2011:
Feb 10, 24, Mar 10, 24, Apr 7, 21, May 5



Board of General Studies MINUTES – 1450-1630, 4 November 2010, CL 412

Present: Stephen Branz, Simon Rodan (COB), Tri Caohuu (Engr), Andrew Fleck (H&A), Julie Sliva Spitzer (COS), Shahin Gerami (COSS)

Absent: Dennis Jaehne, Matt Masucci (CASA), VACANT (Educ)

Guest: Susana Gallardo (WOMS 5)

1.0 Approval of Minutes (Oct 7): 4-0-0

2.0 Information Item -- 194 of 250 GE Assessment annual reports submitted as of Oct 15 (we will continue to add to website if submitted late, but no longer actively pursuing submissions for Fall 10; in future Oct 1 will be the hard deadline).

CASA	19/27	H&A	81/90
COB	1/1	COS	16/40
Educ	6/8	COSS	65/78
Engr	6/6		

3.0 New Course Proposals

3.1 MAS 1A/1B (D1/E) -- pending resubmission by Marcos Pizarro

3.2 WOMS 5 (D1) – **Approved 4-0-1** -- *pending submission of revised material indicating (1) how “...practice, feedback, and revisions in writing...” will be built into the course as a requirement (either graded or non-graded OK), and (2) more specifics on the assessment plan and rubrics that will be used to evaluate student work on assignments linked to SLOs. (Steve will work with coordinator Gallardo and review revisions)*

3.3 ENGR 108 (R) – Postpone a vote until coordinator Pat Backer is able to join and answer/address concerns.

(1) Course addresses SLOs very well, but it doesn't appear to fit the Area R Goals (“Students will cultivate knowledge of the scientific study of the physical universe and its life forms. Students will understand and appreciate the interrelationship of science and human beings to each other.” -- emphasis added). The e-waste Mini-lab #2 does address this to a degree, but some BOGS members felt this was not as central to the course as the area goals require.

(2) S05-8 required GE greensheet items incomplete – Prerequisite statement for SJSU Studies courses: “Writing Skills Test (WST), completion of Core General Education, and completion of, or co-registration in, 100W” (OK in certification proposal, but not on sample greensheet); and SJSU Studies course syllabi must state “Courses to meet Areas R, S, and V of SJSU Studies must be taken from three different departments, or distinct academic units” (abbreviated version on sample greensheet)

(3) page 15/26 – The use of SALG for assessment -- this is an excellent, but indirect assessment tool; is it meant to supplement direct assessment? – page 14/26 discusses direct assessment of SLOs via embedded questions on exams

(4) page 14/26 – Energy Efficiency research paper – “... Students will find newspaper articles with pseudoscientific claims, focusing on the topic of energy efficiency.

Students will revise the newspaper article with scientific facts...” BOGS concerns are with the distinction between pseudoscience and bad science, and whether the articles are reporting on pseudoscientific claims by others or pseudoscientific errors on behalf of the writer (the former are easy to find, the latter less so).

(5) pages 11-12 – Table with “Physics Principles to be covered” – many of these seem quite advanced for course with no physics prerequisite. What will be the depth of topic coverage?

- 4.0 Draft ABC/NC Policy (with respect to sections relating to 100W) – portions dealing with 100W courses **approved 4-0-0 (full letter grading for all 100W courses with a C or better required)**
- 5.0 GE for a Global Century – discussion of role for BOGS -- postponed
- 6.0 Continuing discussions & approval of Guidelines (see pages 2 & 3 below)
 - 6.1 Integrated GE course sequences – brief discussion of the meaning and need for collaborative team teaching for integrated courses – further consideration in future
 - 6.2 Meeting GE Course/Area SLOs in the Major -- postponed
- 7.0 American Institutions – (see page 4-5 below) -- postponed
 - 7.1 Need to develop SLOs for GE reporting
 - 7.2 Six-unit, two-semester sequences currently required to meet three criteria, including “...interdisciplinary and team-taught...” to simultaneously satisfy Areas D2 and D3

FUTURE ITEMS

- 8.0 Progress report/discussion of the GE Program Assessment (GEPA) pilot projects
- 9.0 Meeting Schedule for Fall 2010:
Sep 9, 23, Oct 7, 21 (cancelled), Nov 4, 18, Dec 2, 9 (final meeting added to replace Oct 21)
- 10.0 Meeting Schedule for Spring 2011:
Feb 10, 24, Mar 10, 24, Apr 7, 21, May 5

6.1 Integrated GE course sequences – DRAFT Guidelines

A. Core

1. One or two semesters (two semesters required if more than two areas)
[EXCEPTION = Humanities Honors (four semesters)]
2. For two semester course sequences, (a) the first semester (with a grade of C or better?) should (or must?) be a prerequisite to the second semester, (b) a recommendation for partial credit for partial completion is required, and (c) applying for priority registration for the second semester is an option.
3. OK to schedule as component classes, e.g., a large lecture + smaller seminars or activities
4. True team-teaching with faculty from different departments/disciplinary backgrounds with expertise appropriate for the Core GE areas being integrated
5. Community/service learning component required if 3 or 4 Core GE areas are integrated (?)
6. Strongly encourage integrated “stretch FYE” with Area E content and SLOs assignable to the first semester and a discipline specific Core area (e.g., B1, B2, C1, C2, or D1) assignable to the second semester. [Example = MAS 1A/ 1B]
7. Strongly encourage development of 2-semester, 12-unit Integrated Science sequence(s) (Areas B1, B2, B3, B4, & D1; Science Honors?) [included in GE for a Global Century project]

B. SJSU Studies (many conceivable combinations of R/S/V/Z areas)

1. One or two semesters (two semesters required if more than two areas)
2. For two semester course sequences (a) the first semester (with a grade of C or better?) should (or must?) be a prerequisite to the second semester, (b) a recommendation for partial credit for partial completion is required, and (c) applying for priority registration for the second semester is an option.
3. 6-12 units (may reduce by 3 units maximum, as is currently done in ENGR 100W)
4. OK to schedule as component classes, e.g., a large lecture + smaller seminars or activities
5. True team-teaching with faculty from different departments/disciplinary backgrounds with expertise appropriate for the SJSU Studies areas being integrated
6. Community/service learning component required if 3 or 4 SJSU Studies areas are integrated
7. If 3 or 4 SJSU Studies areas are being integrated, assessment must include integration of knowledge (using common rubric such as AAC&U VALUE), and content must include the application of “...basic skills (reading, writing, speaking, critical thinking, research, and mathematics)...” [see Pedagogical Approach boilerplate for Area RSV in GE Guidelines]

6.2 Meeting GE Course/Area SLOs in the Major – DRAFT Plans

Proposed policy level considerations:

- A. Initial approval (certification) through (GEAPs?) BOGS; continuing certification via annual reports and 5-year summaries aligned with Program Planning Self-Study; procedures parallel to GE courses.
- B. NOTE: difference from GE at CORE -- transfer students get GE certification from GE coursework taken at a CCC, whereas non-GE major coursework at a CCC is not similarly certified.
- C. Therefore, demonstration of student achievement of GE SLOs (even for CORE Area SLOs) must happen at the upper division.
- D. Ideally, for CORE GE, departments could/should (?) use signature assignments and common rubrics developed and/or approved by the relevant GEAP.
- E. SJSU Studies -- similar except without GEAPs -- NOTE: CSU/Title 5 requires 9 UD GE units in residence, so this should be a formal substitution for GE associated with units; it is NOT a waiver which implies that the requirement is not needed.

Timeline/Sequence:

- A. Begin with Critical Thinking (Area A3; available to all departments not currently granted a GE modification).
- B. Require those departments granted Critical Thinking modifications in 1998 to similarly demonstrate that their major degree program(s) meet(s) similar criteria for approval.
- C. Extend to other GE Areas (Area E next?)

GRADUATION REQUIREMENTS

American Institutions

(F1, F2, F3)

1. Goals

Courses in American Institutions should meet one or more of the following requirements: *U.S. History*, *U.S. Constitution*, and *California Government*. Students enrolled in these courses should be exposed to alternative interpretations of the historical events and political processes that have shaped the social, economic, and political systems in which they live.

These courses will provide a multicultural framework, including both conflict and consensus perspectives, of the choices and options available to individuals and groups in their social, economic, and political relations. The focus of the courses is the growth of a multicultural society and the interactions, including cooperation and conflict, as these many and varied peoples have dealt with social, economic, and political issues.

2. Student Learning

To fulfill the requirements for *U.S. History*, students should consider 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 trends, students should be asked to analyze certain themes including:

earliest inhabitants, colonization, the American Revolution and the early Republic, territorial expansion, economic development, Civil War and Reconstruction, foreign relations, Populism, Progressivism, the New Deal, wars and conflicts of the 20th century, the Fair Deal, the Great Society, McCarthyism, the civil rights movement, mobilization of minorities, new feminism, and modern times. Included within the study of these themes should be a consideration of women and gender relations from the colonial period to the present; the history and experience of racial and ethnic minorities; emigration to the United States and the experiences of these immigrants to this country; and patterns of race and class relations from the period of European colonization to the present.

To fulfill the requirements for *U.S. Constitution* and *California Government*, students should study how political decisions are made, their consequences for individuals and society, and how individuals and groups may affect the decision-making process. As students study the meaning and content of the democratic process as it has evolved in the United States and California, at a minimum, they should recognize:

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;

the links between the people and government, including participation and voting, political parties, interest groups, and public opinion and socialization. Students should also analyze the rights and obligations of citizens, the tension between various freedoms of expression and due process and the maintenance of order, and the efforts to end racial and gender discrimination in both the public and private sectors of society; and

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.

Students should also demonstrate:

an understanding of tools of political action and collective decision-making at the local, state, national, or global level; and

the ability to articulate the values and assumptions that inform their civic engagement.

3. Content

Diversity. Issues of diversity shall be incorporated in an appropriate manner.

Writing. The minimum writing requirement is 1500 words in a language and style appropriate to the discipline.

All courses in American Institutions should include content to promote all of the above competencies.

4. Support

Instructor Qualifications

an understanding and appreciation of General Education;

a doctorate (preferred but not required);

college-level teaching experience or advanced graduate training in history or political science or interdisciplinary fields with emphasis in history or political science, knowledge and understanding of the roles of major United States ethnic and social groups;

a professional commitment to the learning needs of a diverse student body;

sections designed for students require substantial formal training and experience in teaching speakers of other languages, in addition to the above requirements; and

teaching associates shall be allowed to teach a GE course only after training and under the close supervision of an expert in the field.

5. Assessment

Writing shall be assessed for grammar, clarity, conciseness and coherence.

In accordance with the approved assessment plan, the course coordinator/department chair will summarize the assessment results according to the procedure for submitting courses for continuing certification in General Education.

6. General Education Requirement

American Institutions courses may satisfy Core General Education requirements if they meet the following conditions:

consist of at least a six-unit package that is interdisciplinary and team-taught;

focus on cultural pluralism; and

meet the criteria for Institutions and the Core General Education Area C and/or D



Board of General Studies

MINUTES – 1450-1630, 18 November 2010, CL 412

Present: Stephen Branz, Dennis Jaehne, Matt Masucci (CASA), Simon Rodan (COB), Tri Caohuu (Engr), Andrew Fleck (H&A), Julie Sliva Spitzer (COS),

Absent: VACANT (Educ), Shahin Gerami (COSS)

Guests: Marcos Pizarro (MAS 1A/1B), Pat Backer (ENGR 108), Ge Gao (COMM 74), Ken Nuger (POLS 14)

1.0 Approval of Minutes (Nov 4): 3-0-1

2.0 Information Items

3.0 New Course Proposals

- 3.1 MAS 1A/1B (E/D1) – continued consideration -- prior concerns regarding (1) linkages between SLOs and assignments and (2) physiological content (see 23 September Minutes) were addressed by Prof Pizarro. As two of four voting members had to leave early, a vote was delayed until the next meeting (2 Dec 10); this will also give time for all members to read and consider the pdf of the article addressing physiology (to be sent via email)
- 3.2 ENGR 108 (R) – continued consideration -- response memo addressed all concerns (see 4 November Minutes); a vote was delayed until the next meeting (2 Dec 10)
- 3.3 WOMS 5 (D1) – already approved pending minor revisions (for final approval by Steve; see 4 November Minutes)
- 3.4 KIN 97 (C1) – MUSE conversion to regular GE – delay consideration until 2 Dec mtg
- 3.5 POLS 14 (D1) – MUSE conversion to regular GE – needs clearer link between SLOs and activities/assignments; references to MUSE to be replaced by FYE; clearer inclusion of Diversity and Assessment Plan (explaining not just the assignments, but how students will be assessed); a vote was delayed until the next meeting (2 Dec 10)
- 3.6 COMM 74 (E) – existing course conversion to regular GE – needs clearer link between SLOs and activities/assignments; assignments/activities related to physiology (and to a lesser extent psychology) are lacking or minimal; lifespan issues could/should be enhanced and sample rubrics included; delay a vote pending revisions

NO TIME FOR AGENDA ITEMS 4.0-7.0

4.0 GE for a Global Century – discussion of role for BOGS

5.0 Continuing discussions & approval of Guidelines (see pages 2 & 3 below)

5.1 Integrated GE course sequences

5.2 Meeting GE Course/Area SLOs in the Major

6.0 American Institutions – (see page 4-5 below)

6.1 Need to develop SLOs for GE reporting

- 6.2 Six-unit, two-semester sequences currently required to meet three criteria, including “...interdisciplinary and team-taught...” to simultaneously satisfy Areas D2 and D3

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earliest inhabitants, colonization, the American Revolution and the early Republic, territorial expansion, economic development, Civil War and Reconstruction, foreign relations, Populism, Progressivism, the New Deal, wars and conflicts of the 20th century, the Fair Deal, the Great Society, McCarthyism, the civil rights movement, mobilization of minorities, new feminism, and modern times. Included within the study of these themes should be a consideration of women and gender relations from the colonial period to the present; the history and experience of racial and ethnic minorities; emigration to the United States and the experiences of these immigrants to this country; and patterns of race and class relations from the period of European colonization to the present.

To fulfill the requirements for *U.S. Constitution* and *California Government*, students should study how political decisions are made, their consequences for individuals and society, and how individuals and groups may affect the decision-making process. As students study the meaning and content of the democratic process as it has evolved in the United States and California, at a minimum, they should recognize:

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;

the links between the people and government, including participation and voting, political parties, interest groups, and public opinion and socialization. Students should also analyze the rights and obligations of citizens, the tension between various freedoms of expression and due process and the maintenance of order, and the efforts to end racial and gender discrimination in both the public and private sectors of society; and

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.

Students should also demonstrate:

an understanding of tools of political action and collective decision-making at the local, state, national, or global level; and

the ability to articulate the values and assumptions that inform their civic engagement.

3. Content

Diversity. Issues of diversity shall be incorporated in an appropriate manner.

Writing. The minimum writing requirement is 1500 words in a language and style appropriate to the discipline.

All courses in American Institutions should include content to promote all of the above competencies.

4. Support

Instructor Qualifications

an understanding and appreciation of General Education;

a doctorate (preferred but not required);

college-level teaching experience or advanced graduate training in history or political science or interdisciplinary fields with emphasis in history or political science, knowledge and understanding of the roles of major United States ethnic and social groups;

a professional commitment to the learning needs of a diverse student body;

sections designed for students require substantial formal training and experience in teaching speakers of other languages, in addition to the above requirements; and

teaching associates shall be allowed to teach a GE course only after training and under the close supervision of an expert in the field.

5. Assessment

Writing shall be assessed for grammar, clarity, conciseness and coherence.

In accordance with the approved assessment plan, the course coordinator/department chair will summarize the assessment results according to the procedure for submitting courses for continuing certification in General Education.

6. General Education Requirement

American Institutions courses may satisfy Core General Education requirements if they meet the following conditions:

consist of at least a six-unit package that is interdisciplinary and team-taught;

focus on cultural pluralism; and

meet the criteria for Institutions and the Core General Education Area C and/or D



Board of General Studies MINUTES – 1450-1630, 2 December 2010, CL 412

Present: Stephen Branz, Dennis Jaehne, Matt Masucci (CASA), Simon Rodan (COB), VACANT (Educ), Tri Caohuu (Engr), Andrew Fleck (H&A), Julie Sliva Spitzer (COS), Shahin Gerami (COSS)

Absent: VACANT (Educ)

Guests: Judi Morrill (NUFS 16), Daniel Murphy (KIN 97), Peggy Plato (KIN 97)

- 1.0 Approval of Minutes (Nov 18): 5-0-0
- 2.0 Information Items – (1) relationship of GE to FYE and timelines for approval processes; (2) distributed copy of memo from Lee Dorosz (1/5/99) including advise on evaluating GE Course Proposals
- 3.0 New Course Proposals
 - 3.1 **WOMS 5 (D1)** – already **approved by BOGS 11/4/10 by a vote of 4-0-1**; minor revisions received and final approval given by Steve
 - 3.2 **MAS 1A/1B (E/D1)** –**approved 5-0-1** – the abstain vote reflects some remaining concern about the coverage and centrality of physiological content
 - 3.2 **ENGR 108 (R)** – **approved 2-1-3** – the nay and abstain votes reflect concern that the course is inherently a poor fit for Area R when measured against the Goals for this GE area
 - 3.3 **POLS 14 (D1)** – **approved 6-0-0**
 - 3.4 COMM 74 (E) – no time for discussion; will reconsider Dec 9th
 - 3.5 KIN 97 (C1) – MUSE conversion to regular GE – first consideration – course generally thought to be a good fit for Area C1 – vote postponed while bigger curricular concerns is addressed: (1) should KIN be allowed to offer this as a part of it's course offerings? And (2) what does Music think and would it be willing to host this course with a MUSIC prefix? [Dennis will investigate]
 - 3.6 NUFS 16 (B2) – first consideration – no questions/comments about the course, but vote delayed until feedback from Biology
- 4.0 New Course Proposals submitted too late for Dec 2; will consider Dec 9
 - 4.1 GEOL 171 (R) – first consideration
 - 4.2 JWSS 18 (C2) – MUSE conversion to regular GE – first consideration
 - 4.3 PSYC 2FQ (E) – MUSE conversion to regular GE – first consideration
 - 4.4 PSYC 3FQ (B2) – MUSE conversion to regular GE – first consideration
 - 4.5 MAS 96FQ (D1) – MUSE conversion to regular GE – first consideration
- 5.0 GE for a Global Century – discussion of role for BOGS
- 6.0 Continuing discussions & approval of Guidelines (see pages 2 & 3 below)
 - 6.1 Integrated GE course sequences
 - 6.2 Meeting GE Course/Area SLOs in the Major

- 7.0 American Institutions –
 - 7.1 Need to develop SLOs for GE reporting
 - 7.2 Six-unit, two-semester sequences currently required to meet three criteria, including “...interdisciplinary and team-taught...” to simultaneously satisfy Areas D2 and D3

FUTURE ITEMS

- 8.0 Progress report/discussion of the GE Program Assessment (GEPA) pilot projects
- 9.0 Meeting Schedule for Fall 2010:
Sep 9, 23, Oct 7, 21 (cancelled), Nov 4, 18, Dec 2, 9 (final meeting added to replace Oct 21)
- 10.0 Meeting Schedule for Spring 2011:
Feb 10, 24, Mar 10, 24, Apr 7, 21, May 5

6.1 Integrated GE course sequences – DRAFT Guidelines

A. Core

1. One or two semesters (two semesters required if more than two areas)
[EXCEPTION = Humanities Honors (four semesters)]
2. For two semester course sequences, (a) the first semester (with a grade of C or better?) should (or must?) be a prerequisite to the second semester, (b) a recommendation for partial credit for partial completion is required, and (b) applying for priority registration for the second semester is an option.
3. OK to schedule as component classes, e.g., a large lecture + smaller seminars or activities
4. True team-teaching with faculty from different departments/disciplinary backgrounds with expertise appropriate for the Core GE areas being integrated
5. Community/service learning component required if 3 or 4 Core GE areas are integrated (?)
6. Strongly encourage integrated “stretch FYE” with Area E content and SLOs assignable to the first semester and a discipline specific Core area (e.g., B1, B2, C1, C2, or D1) assignable to the second semester. [Example = MAS 1A/ 1B]
7. Strongly encourage development of 2-semester, 12-unit Integrated Science sequence(s) (Areas B1, B2, B3, B4, & D1; Science Honors?) [included in GE for a Global Century project]

B. SJSU Studies (many conceivable combinations of R/S/V/Z areas)

1. One or two semesters (two semesters required if more than two areas)
2. For two semester course sequences (a) the first semester (with a grade of C or better?) should (or must?) be a prerequisite to the second semester, (b) a recommendation for partial credit for partial completion is required, and (c) applying for priority registration for the second semester is an option.
3. 6-12 units (may reduce by 3 units maximum, as is currently done in ENGR 100W)
4. OK to schedule as component classes, e.g., a large lecture + smaller seminars or activities
5. True team-teaching with faculty from different departments/disciplinary backgrounds with expertise appropriate for the SJSU Studies areas being integrated
6. Community/service learning component required if 3 or 4 SJSU Studies areas are integrated
7. If 3 or 4 SJSU Studies areas are being integrated, assessment must include integration of knowledge (using common rubric such as AAC&U VALUE), and content must include the application of “...basic skills (reading, writing, speaking, critical thinking, research, and mathematics)...” [see Pedagogical Approach boilerplate for Area RSV in GE Guidelines]

6.2 Meeting GE Course/Area SLOs in the Major – DRAFT Plans

Proposed policy level considerations:

- A. Initial approval (certification) through (GEAPs?) BOGS; continuing certification via annual reports and 5-year summaries aligned with Program Planning Self-Study; procedures parallel to GE courses.
- B. NOTE: difference from GE at CORE -- transfer students get GE certification from GE coursework taken at a CCC, whereas non-GE major coursework at a CCC is not similarly certified.
- C. Therefore, demonstration of student achievement of GE SLOs (even for CORE Area SLOs) must happen at the upper division.
- D. Ideally, for CORE GE, departments could/should (?) use signature assignments and common rubrics developed and/or approved by the relevant GEAP.
- E. SJSU Studies -- similar except without GEAPs -- NOTE: CSU/Title 5 requires 9 UD GE units in residence, so this should be a formal substitution for GE associated with units; it is NOT a waiver which implies that the requirement is not needed.

Timeline/Sequence:

- A. Begin with Critical Thinking (Area A3; available to all departments not currently granted a GE modification).
- B. Require those departments granted Critical Thinking modifications in 1998 to similarly demonstrate that their major degree program(s) meet(s) similar criteria for approval.
- C. Extend to other GE Areas (Area E next?)



Board of General Studies MINUTES – 1450-1730, 9 December 2010, CL 412

Present: Stephen Branz, Dennis Jaehne, Matt Masucci (CASA), Simon Rodan (COB), VACANT (Educ), Andrew Fleck (H&A), Julie Sliva Spitzer (COS), Shahin Gerami (COSS)

Absent: VACANT (Educ), Tri Caohuu (Engr)

Guests: Richard Sedlock (GEOL 171), Stephanie Coopman (COMM 74), Judi Morrill (NUFS 16), Victoria Harrison (JWSS 18), Julia Curry (MAS 96FQ), Robert Cooper (PSYC 2FQ & 3FQ)

- 1.0 Approval of Minutes (Dec 2): 5-0-0
- 2.0 Information Items – review of curricular deadlines
- 3.0 New Course Proposals
 - 3.1 **GEOL 171 (R)** – first consideration – **approved 5-0-0** (pending minor revisions to Steve – diversity & emphasis that final exam is culminating for writing as well as content)
 - 3.2 COMM 74 (E) – considering revised version – Tabled, pending meeting with Steve and Matt, then revisions, primarily clarifying the assessment plan & inclusion of physiology
 - 3.3 KIN 97 (C1) – MUSE conversion to regular GE – WITHDRAWN by KIN
 - 3.4 **NUFS 16 (B2)** – second consideration – **approved 5-0-0**
 - 3.5 **JWSS 18 (C2)** – MUSE conversion to regular GE – first consideration – **approved 4-0-1** (pending minor revisions to Steve – title and short title to character limit; conversion of points to letter grades; provide sample rubrics; & clarify assessment plan)
 - 3.6 PSYC 2FQ (E) – MUSE conversion to regular GE – first consideration – tabled due to lack of time; one-time consideration will be given Feb 3
 - 3.7 PSYC 3FQ (B2) – MUSE conversion to regular GE – first consideration – tabled due to lack of time; also this request is deemed to be unlikely to gain certification without major revisions
 - 3.8 **MAS 96FQ (D1)** – MUSE conversion to regular GE – first consideration – **approved 5-0-0** (pending minor revisions to Steve – how will writing be evaluated; assessment – match GE Guidelines with Goals and SLOs throughout & provide clear assessment for SLO #1)
- 4.0 GE for a Global Century – discussion of role for BOGS
- 5.0 Continuing discussions & approval of Guidelines (see pages 2 & 3 below)
 - 5.1 Integrated GE course sequences
 - 5.2 Meeting GE Course/Area SLOs in the Major
- 6.0 American Institutions –
 - 6.1 Need to develop SLOs for GE reporting
 - 6.2 Six-unit, two-semester sequences currently required to meet three criteria, including “...interdisciplinary and team-taught...” to simultaneously satisfy Areas D2 and D3

FUTURE ITEMS

- 7.0 Progress report/discussion of the GE Program Assessment (GEPA) pilot projects
- 8.0 Meeting Schedule for Fall 2010:
Sep 9, 23, Oct 7, 21 (cancelled), Nov 4, 18, Dec 2, 9 (final meeting added to replace Oct 21)
- 9.0 Meeting Schedule for Spring 2011:
Feb 3 (rescheduled from Feb 10), Feb 10 (cancelled), Feb 24, Mar 10, 24, Apr 7, 21, May 5

5.1 Integrated GE course sequences – DRAFT Guidelines

A. Core

1. One or two semesters (two semesters required if more than two areas)
[EXCEPTION = Humanities Honors (four semesters)]
2. For two semester course sequences, (a) the first semester (with a grade of C or better?) should (or must?) be a prerequisite to the second semester, (b) a recommendation for partial credit for partial completion is required, and (b) applying for priority registration for the second semester is an option.
3. OK to schedule as component classes, e.g., a large lecture + smaller seminars or activities
4. True team-teaching with faculty from different departments/disciplinary backgrounds with expertise appropriate for the Core GE areas being integrated
5. Community/service learning component required if 3 or 4 Core GE areas are integrated (?)
6. Strongly encourage integrated “stretch FYE” with Area E content and SLOs assignable to the first semester and a discipline specific Core area (e.g., B1, B2, C1, C2, or D1) assignable to the second semester. [Example = MAS 1A/ 1B]
7. Strongly encourage development of 2-semester, 12-unit Integrated Science sequence(s) (Areas B1, B2, B3, B4, & D1; Science Honors?) [included in GE for a Global Century project]

B. SJSU Studies (many conceivable combinations of R/S/V/Z areas)

1. One or two semesters (two semesters required if more than two areas)
2. For two semester course sequences (a) the first semester (with a grade of C or better?) should (or must?) be a prerequisite to the second semester, (b) a recommendation for partial credit for partial completion is required, and (c) applying for priority registration for the second semester is an option.
3. 6-12 units (may reduce by 3 units maximum, as is currently done in ENGR 100W)
4. OK to schedule as component classes, e.g., a large lecture + smaller seminars or activities
5. True team-teaching with faculty from different departments/disciplinary backgrounds with expertise appropriate for the SJSU Studies areas being integrated
6. Community/service learning component required if 3 or 4 SJSU Studies areas are integrated
7. If 3 or 4 SJSU Studies areas are being integrated, assessment must include integration of knowledge (using common rubric such as AAC&U VALUE), and content must include the application of “...basic skills (reading, writing, speaking, critical thinking, research, and mathematics)...” [see Pedagogical Approach boilerplate for Area RSV in GE Guidelines]

5.2 Meeting GE Course/Area SLOs in the Major – DRAFT Plans

Proposed policy level considerations:

- A. Initial approval (certification) through (GEAPs?) BOGS; continuing certification via annual reports and 5-year summaries aligned with Program Planning Self-Study; procedures parallel to GE courses.
- B. NOTE: difference from GE at CORE -- transfer students get GE certification from GE coursework taken at a CCC, whereas non-GE major coursework at a CCC is not similarly certified.
- C. Therefore, demonstration of student achievement of GE SLOs (even for CORE Area SLOs) must happen at the upper division.
- D. Ideally, for CORE GE, departments could/should (?) use signature assignments and common rubrics developed and/or approved by the relevant GEAP.
- E. SJSU Studies -- similar except without GEAPs -- NOTE: CSU/Title 5 requires 9 UD GE units in residence, so this should be a formal substitution for GE associated with units; it is NOT a waiver which implies that the requirement is not needed.

Timeline/Sequence:

- A. Begin with Critical Thinking (Area A3; available to all departments not currently granted a GE modification).
- B. Require those departments granted Critical Thinking modifications in 1998 to similarly demonstrate that their major degree program(s) meet(s) similar criteria for approval.
- C. Extend to other GE Areas (Area E next?)



Board of General Studies MINUTES – 1450-1730, 3 February 2011, CL 412

Present: Stephen Branz, Matt Masucci (CASA), Simon Rodan (COB), Tri Caohuu (Engr), Andrew Fleck (H&A), Julie Sliva Spitzer (COS)

Absent: Dennis Jaehne, VACANT (Educ), Shahin Gerami (COSS)

Guests: Stephanie Coopman (COMM 74), Robert Cooper (PSYC 2FQ)

- 1.0 Approval of Minutes (Dec 9): 5-0-0
- 2.0 Information Items – n/a
- 3.0 New Course Proposals
 - 3.1 **COMM 74 (E)** – considering 2nd revised version – **approved 5-0-0**
 - 3.2 **PSYC 2FQ (E)** – MUSE conversion to regular GE – first consideration – tabled in Fall 2010 due to lack of time – **approved 3-0-1** (by email vote following discussion at mtg)
 - 3.3 Update – several courses this academic year were approved pending submission of minor revisions (all votes recorded in previous Minutes). FYI, all followed through with acceptable materials submitted to UGS.
- 4.0 Statway – description of 3-year Carnegie sponsored CSU pilot integrating remedial math and Area B4 Statistics, and preliminary plans about which remedial frosh to recruit.

FUTURE ITEMS

- 5.0 GE for a Global Century – discussion of role for BOGS
- 6.0 Continuing discussions & approval of Guidelines (see pages 2 & 3 below)
 - 6.1 Integrated GE course sequences
 - 6.2 Meeting GE Course/Area SLOs in the Major
- 7.0 American Institutions –
 - 7.1 Need to develop SLOs for GE reporting
 - 7.2 Six-unit, two-semester sequences currently required to meet three criteria, including “...interdisciplinary and team-taught...” to simultaneously satisfy Areas D2 and D3
- 8.0 Progress report/discussion of the GE Program Assessment (GEPA) pilot projects
- 9.0 Meeting Schedule for Fall 2010:
Sep 9, 23, Oct 7, 21 (cancelled), Nov 4, 18, Dec 2, 9 (final meeting added to replace Oct 21)
- 10.0 Meeting Schedule for Spring 2011:
Feb 3 (rescheduled from Feb 10), Feb 10 (cancelled), Feb 24, Mar 10, 24, Apr 7, 21, May 5

6.1 Integrated GE course sequences – DRAFT Guidelines

A. Core

1. One or two semesters (two semesters required if more than two areas)
[EXCEPTION = Humanities Honors (four semesters)]
2. For two semester course sequences, (a) the first semester (with a grade of C or better?) should (or must?) be a prerequisite to the second semester, (b) a recommendation for partial credit for partial completion is required, and (b) applying for priority registration for the second semester is an option.
3. OK to schedule as component classes, e.g., a large lecture + smaller seminars or activities
4. True team-teaching with faculty from different departments/disciplinary backgrounds with expertise appropriate for the Core GE areas being integrated
5. Community/service learning component required if 3 or 4 Core GE areas are integrated (?)
6. Strongly encourage integrated “stretch FYE” with Area E content and SLOs assignable to the first semester and a discipline specific Core area (e.g., B1, B2, C1, C2, or D1) assignable to the second semester. [Example = MAS 1A/ 1B]
7. Strongly encourage development of 2-semester, 12-unit Integrated Science sequence(s) (Areas B1, B2, B3, B4, & D1; Science Honors?) [included in GE for a Global Century project]

B. SJSU Studies (many conceivable combinations of R/S/V/Z areas)

1. One or two semesters (two semesters required if more than two areas)
2. For two semester course sequences (a) the first semester (with a grade of C or better?) should (or must?) be a prerequisite to the second semester, (b) a recommendation for partial credit for partial completion is required, and (c) applying for priority registration for the second semester is an option.
3. 6-12 units (may reduce by 3 units maximum, as is currently done in ENGR 100W)
4. OK to schedule as component classes, e.g., a large lecture + smaller seminars or activities
5. True team-teaching with faculty from different departments/disciplinary backgrounds with expertise appropriate for the SJSU Studies areas being integrated
6. Community/service learning component required if 3 or 4 SJSU Studies areas are integrated
7. If 3 or 4 SJSU Studies areas are being integrated, assessment must include integration of knowledge (using common rubric such as AAC&U VALUE), and content must include the application of “...basic skills (reading, writing, speaking, critical thinking, research, and mathematics)...” [see Pedagogical Approach boilerplate for Area RSV in GE Guidelines]

6.2 Meeting GE Course/Area SLOs in the Major – DRAFT Plans

Proposed policy level considerations:

- A. Initial approval (certification) through (GEAPs?) BOGS; continuing certification via annual reports and 5-year summaries aligned with Program Planning Self-Study; procedures parallel to GE courses.
- B. NOTE: difference from GE at CORE -- transfer students get GE certification from GE coursework taken at a CCC, whereas non-GE major coursework at a CCC is not similarly certified.
- C. Therefore, demonstration of student achievement of GE SLOs (even for CORE Area SLOs) must happen at the upper division.
- D. Ideally, for CORE GE, departments could/should (?) use signature assignments and common rubrics developed and/or approved by the relevant GEAP.
- E. SJSU Studies -- similar except without GEAPs -- NOTE: CSU/Title 5 requires 9 UD GE units in residence, so this should be a formal substitution for GE associated with units; it is NOT a waiver which implies that the requirement is not needed.

Timeline/Sequence:

- A. Begin with Critical Thinking (Area A3; available to all departments not currently granted a GE modification).
- B. Require those departments granted Critical Thinking modifications in 1998 to similarly demonstrate that their major degree program(s) meet(s) similar criteria for approval.
- C. Extend to other GE Areas (Area E next?)



Board of General Studies
MINUTES – 1450-1630, 24 February 2011, CL 412

Present: Stephen Branz, Dennis Jaehne, Matt Masucci (CASA), Simon Rodan (COB), VACANT (Educ), Tri Caohuu (Engr), Julie Sliva Spitzer (COS), Shahin Gerami (COSS)

Absent: VACANT (Educ), Andrew Fleck (H&A)

- 1.0 Approval of Minutes (Feb 3): 3-0-1
- 2.0 Information Items –
 - 2.1 Reaffirm vote on 2.0 GPA for Areas R, S, and V (**ATTACHMENT**) (**5-0-0**)
 - 2.2 SJSU Studies – no two courses with same departmental prefix
 - 2.3 Lumina Foundation Degree Profile
<[http://www.luminafoundation.org/.../The Degree Qualifications Profile.pdf](http://www.luminafoundation.org/.../The_Degree_Qualifications_Profile.pdf)>
- 3.0 New Course Proposals – none!
- 4.0 Consider FYE review policy passed by UGS (ATTACHMENT) (5-0-0)
- 5.0 Continuing discussions & approval of Guidelines (see pages 2 & 3 below)
 - 5.1 Integrated GE course sequences – Why? They incorporate several high-impact practices
<<http://www.aacu.org/leap/hip.cfm>>
 - 5.2 Meeting GE Course/Area SLOs in the Major

FUTURE ITEMS

- 6.0 GE for a Global Century – discussion of role for BOGS
- 7.0 American Institutions – (see page 4-5 below)
 - 7.1 Need to develop SLOs for GE reporting
 - 7.2 Six-unit, two-semester sequences currently required to meet three criteria, including “...interdisciplinary and team-taught...” to simultaneously satisfy Areas D2 and D3
- 8.0 Progress report/discussion of the GE Program Assessment (GEPA) pilot projects
- 9.0 Meeting Schedule for Fall 2010:
Sep 9, 23, Oct 7, 21 (cancelled), Nov 4, 18, Dec 2, 9 (final meeting added to replace Oct 21)
- 10.0 Meeting Schedule for Spring 2011:
Feb 3 (rescheduled from Feb 10), Feb 10 (cancelled), Feb 24, Mar 10, 24, Apr 7, 21, May 5

5.1 Integrated GE course sequences – DRAFT Guidelines

A. Core

1. One or two semesters (two semesters required if more than two areas)
[EXCEPTION = Humanities Honors (four semesters)]
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3. OK to schedule as component classes, e.g., a large lecture + smaller seminars or activities
4. True team-teaching with faculty from different departments/disciplinary backgrounds with expertise appropriate for the Core GE areas being integrated
5. Community/service learning component required if 3 or 4 Core GE areas are integrated (?)
6. Strongly encourage integrated “stretch FYE” with Area E content and SLOs assignable to the first semester and a discipline specific Core area (e.g., B1, B2, C1, C2, or D1) assignable to the second semester. [Example = MAS 1A/ 1B]
7. Strongly encourage development of 2-semester, 12-unit Integrated Science sequence(s) (Areas B1, B2, B3, B4, & D1; Science Honors?) [included in GE for a Global Century project]

B. SJSU Studies (many conceivable combinations of R/S/V/Z areas)

1. One or two semesters (two semesters required if more than two areas)
2. For two semester course sequences (a) the first semester (with a grade of C or better?) should (or must?) be a prerequisite to the second semester, (b) a recommendation for partial credit for partial completion is required, and (c) applying for priority registration for the second semester is an option.
3. 6-12 units (may reduce by 3 units maximum, as is currently done in ENGR 100W if Area Z is part of the package)
4. OK to schedule as component classes, e.g., a large lecture + smaller seminars or activities
5. True team-teaching with faculty from different departments/disciplinary backgrounds with expertise appropriate for the SJSU Studies areas being integrated
6. Community/service learning component required if 3 or 4 SJSU Studies areas are integrated
7. If 3 or 4 SJSU Studies areas are being integrated, assessment must include integration of knowledge (using common rubric such as AAC&U VALUE), and content must include the application of “...basic skills (reading, writing, speaking, critical thinking, research, and mathematics)...” [see Pedagogical Approach boilerplate for Area RSV in GE Guidelines]

C. Rationale – These course sequences will incorporate several High Impact Practices (see <http://www.aacu.org/leap/hip.cfm>); they also present excellent opportunities for Program Level Assessment of GE.

5.2 Meeting GE Course/Area SLOs in the Major – DRAFT Plans

Proposed policy level considerations:

- A. Initial approval (certification) through (GEAPs?) BOGS; continuing certification via annual reports and 5-year summaries aligned with Program Planning Self-Study; procedures parallel to GE courses.
- B. NOTE: difference from GE at CORE -- transfer students get GE certification from GE coursework taken at a CCC, whereas non-GE major coursework at a CCC is not similarly certified.
- C. Therefore, demonstration of student achievement of GE SLOs (even for CORE Area SLOs) must happen at the upper division.
- D. Ideally, for CORE GE, departments could/should (?) use signature assignments and common rubrics developed and/or approved by the relevant GEAP.
- E. SJSU Studies -- similar except without GEAPs -- NOTE: CSU/Title 5 requires 9 UD GE units in residence, so this should be a formal substitution for GE associated with units; it is NOT a waiver which implies that the requirement is not needed.

Timeline/Sequence:

- A. Begin with Critical Thinking (Area A3; available to all departments not currently granted a GE modification).
- B. Require those departments granted Critical Thinking modifications in 1998 to similarly demonstrate that their major degree program(s) meet(s) similar criteria for approval.
- C. Extend to other GE Areas (Area E next?)

Justification -- From University Policy S02-7, Section III.B.

“The Board, in consultation with the appropriate college deans and department chairpersons, shall provide for and approve ‘challenge’ mechanisms for Basic Skills requirements.”

GRADUATION REQUIREMENTS

American Institutions

(F1, F2, F3)

1. Goals

Courses in American Institutions should meet one or more of the following requirements: *U.S. History*, *U.S. Constitution*, and *California Government*. Students enrolled in these courses should be exposed to alternative interpretations of the historical events and political processes that have shaped the social, economic, and political systems in which they live.

These courses will provide a multicultural framework, including both conflict and consensus perspectives, of the choices and options available to individuals and groups in their social, economic, and political relations. The focus of the courses is the growth of a multicultural society and the interactions, including cooperation and conflict, as these many and varied peoples have dealt with social, economic, and political issues.

2. Student Learning

To fulfill the requirements for *U.S. History*, students should consider 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 trends, students should be asked to analyze certain themes including:

earliest inhabitants, colonization, the American Revolution and the early Republic, territorial expansion, economic development, Civil War and Reconstruction, foreign relations, Populism, Progressivism, the New Deal, wars and conflicts of the 20th century, the Fair Deal, the Great Society, McCarthyism, the civil rights movement, mobilization of minorities, new feminism, and modern times. Included within the study of these themes should be a consideration of women and gender relations from the colonial period to the present; the history and experience of racial and ethnic minorities; emigration to the United States and the experiences of these immigrants to this country; and patterns of race and class relations from the period of European colonization to the present.

To fulfill the requirements for *U.S. Constitution* and *California Government*, students should study how political decisions are made, their consequences for individuals and society, and how individuals and groups may affect the decision-making process. As students study the meaning and content of the democratic process as it has evolved in the United States and California, at a minimum, they should recognize:

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;

the links between the people and government, including participation and voting, political parties, interest groups, and public opinion and socialization. Students should also analyze the rights and obligations of citizens, the tension between various freedoms of expression and due process and the maintenance of order, and the efforts to end racial and gender discrimination in both the public and private sectors of society; and

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.

Students should also demonstrate:

an understanding of tools of political action and collective decision-making at the local, state, national, or global level; and

the ability to articulate the values and assumptions that inform their civic engagement.

3. Content

Diversity. Issues of diversity shall be incorporated in an appropriate manner.

Writing. The minimum writing requirement is 1500 words in a language and style appropriate to the discipline.

All courses in American Institutions should include content to promote all of the above competencies.

4. Support

Instructor Qualifications

an understanding and appreciation of General Education;

a doctorate (preferred but not required);

college-level teaching experience or advanced graduate training in history or political science or interdisciplinary fields with emphasis in history or political science, knowledge and understanding of the roles of major United States ethnic and social groups;

a professional commitment to the learning needs of a diverse student body;

sections designed for students require substantial formal training and experience in teaching speakers of other languages, in addition to the above requirements; and

teaching associates shall be allowed to teach a GE course only after training and under the close supervision of an expert in the field.

5. Assessment

Writing shall be assessed for grammar, clarity, conciseness and coherence.

In accordance with the approved assessment plan, the course coordinator/department chair will summarize the assessment results according to the procedure for submitting courses for continuing certification in General Education.

6. General Education Requirement

American Institutions courses may satisfy Core General Education requirements if they meet the following conditions:

consist of at least a six-unit package that is interdisciplinary and team-taught;

focus on cultural pluralism; and

meet the criteria for Institutions and the Core General Education Area C and/or D



Board of General Studies

MINUTES – 1450-1630, 10 March 2011, CL 412

Present: Stephen Branz, Dennis Jaehne, Matt Masucci (CASA), Simon Rodan (COB), Andrew Fleck (H&A), Julie Sliva Spitzer (COS), Shahin Gerami (COSS)

Absent: VACANT (Educ), Tri Caohuu (Engr)

Guest: Jackie Snell (Director of Assessment)

- 1.0 Approval of Minutes (Feb 24): 5-0-0
- 2.0 Information Items – C&R update
 - 2.1 2.0 GPA for Areas R, S, and V – passed unanimously; next step is the Senate
 - 2.2 FYE Review Policy – passed unanimously; next step is the Senate
 - 2.3 ABC/NC policy – not yet heard by C&R; later this semester
- 3.0 New Course Proposals – none!
- 4.0 Progress report/discussion of the GE Program Assessment (GEPA) pilot projects – most of the meeting was devoted to this item. Steve reviewed what he presented at the recent Chicago AAC&U meeting. Additional Area S data was presented and a plan for presenting this pilot project to the Senate was considered.

FUTURE ITEMS

- 5.0 GE for a Global Century – discussion of role for BOGS
- 6.0 Continuing discussions & approval of Guidelines (see pages 2 & 3 below)
 - 6.1 Integrated GE course sequences
 - 6.2 Meeting GE Course/Area SLOs in the Major
- 7.0 American Institutions – (see page 4-5 below)
 - 7.1 Need to develop SLOs for GE reporting
 - 7.2 Six-unit, two-semester sequences currently required to meet three criteria, including “...interdisciplinary and team-taught...” to simultaneously satisfy Areas D2 and D3
- 8.0 Meeting Schedule for Fall 2010:
Sep 9, 23, Oct 7, 21 (cancelled), Nov 4, 18, Dec 2, 9 (final meeting added to replace Oct 21)
- 9.0 Meeting Schedule for Spring 2011:
Feb 3 (rescheduled from Feb 10), Feb 10 (cancelled), Feb 24, Mar 10, 24, Apr 7, 21, May 5

6.1 Integrated GE course sequences – DRAFT Guidelines

A. Core

1. One or two semesters (two semesters required if more than two areas)
[EXCEPTION = Humanities Honors (four semesters)]
2. For two semester course sequences, (a) the first semester (with a grade of C or better?) should (or must?) be a prerequisite to the second semester, (b) a recommendation for partial credit for partial completion is required, and (c) applying for priority registration for the second semester is an option.
3. OK to schedule as component classes, e.g., a large lecture + smaller seminars or activities
4. True team-teaching with faculty from different departments/disciplinary backgrounds with expertise appropriate for the Core GE areas being integrated
5. Community/service learning component required if 3 or 4 Core GE areas are integrated (?)
6. Strongly encourage integrated “stretch FYE” with Area E content and SLOs assignable to the first semester and a discipline specific Core area (e.g., B1, B2, C1, C2, or D1) assignable to the second semester. [Example = MAS 1A/ 1B]
7. Strongly encourage development of 2-semester, 12-unit Integrated Science sequence(s) (Areas B1, B2, B3, B4, & D1; Science Honors?) [included in GE for a Global Century project]

B. SJSU Studies (many conceivable combinations of R/S/V/Z areas)

1. One or two semesters (two semesters required if more than two areas)
2. For two semester course sequences (a) the first semester (with a grade of C or better?) should (or must?) be a prerequisite to the second semester, (b) a recommendation for partial credit for partial completion is required, and (c) applying for priority registration for the second semester is an option.
3. 6-12 units (may reduce by 3 units maximum, as is currently done in ENGR 100W if Area Z is part of the package)
4. OK to schedule as component classes, e.g., a large lecture + smaller seminars or activities
5. True team-teaching with faculty from different departments/disciplinary backgrounds with expertise appropriate for the SJSU Studies areas being integrated
6. Community/service learning component required if 3 or 4 SJSU Studies areas are integrated
7. If 3 or 4 SJSU Studies areas are being integrated, assessment must include integration of knowledge (using common rubric such as AAC&U VALUE), and content must include the application of “...basic skills (reading, writing, speaking, critical thinking, research, and mathematics)...” [see Pedagogical Approach boilerplate for Area RSV in GE Guidelines]

6.2 Meeting GE Course/Area SLOs in the Major – DRAFT Plans

Proposed policy level considerations:

- A. Initial approval (certification) through (GEAPs?) BOGS; continuing certification via annual reports and 5-year summaries aligned with Program Planning Self-Study; procedures parallel to GE courses.
- B. NOTE: difference from GE at CORE -- transfer students get GE certification from GE coursework taken at a CCC, whereas non-GE major coursework at a CCC is not similarly certified.
- C. Therefore, demonstration of student achievement of GE SLOs (even for CORE Area SLOs) must happen at the upper division.
- D. Ideally, for CORE GE, departments could/should (?) use signature assignments and common rubrics developed and/or approved by the relevant GEAP.
- E. SJSU Studies -- similar except without GEAPs -- NOTE: CSU/Title 5 requires 9 UD GE units in residence, so this should be a formal substitution for GE associated with units; it is NOT a waiver which implies that the requirement is not needed.

Timeline/Sequence:

- A. Begin with Critical Thinking (Area A3; available to all departments not currently granted a GE modification).
- B. Require those departments granted Critical Thinking modifications in 1998 to similarly demonstrate that their major degree program(s) meet(s) similar criteria for approval.
- C. Extend to other GE Areas (Area E next?)

Justification -- From University Policy S02-7, Section III.B.

“The Board, in consultation with the appropriate college deans and department chairpersons, shall provide for and approve ‘challenge’ mechanisms for Basic Skills requirements.”



Board of General Studies
MINUTES – 1450-1630, 24 March 2011, CL 412

Present: Stephen Branz, Dennis Jaehne, Matt Masucci (CASA), Tri Caohuu (Engr), Simon Rodan (COB), Julie Sliva Spitzer (COS)

Absent: VACANT (Educ), Andrew Fleck (H&A), Shahin Gerami (COSS)

1.0 Approval of Minutes (Mar 10): 4-0-0

2.0 Information Items – none

3.0 New Course Proposals – none!

4.0 SJSU has applied to and been selected participate in two AAC&U 2011 Summer Institutes

4.1 GE Institute on GE & Assessment – June 4-8 (SJSU)
<http://www.aacu.org/meetings/institute_gened/index.cfm>

4.2 GE for a Global Century – discussion of role for BOGS
<http://www.aacu.org/SharedFutures/global_century/index.cfm>

4.3 discussion – relationship of these two institutes to GE program assessment, integrated course sequences, Lumina Degree Profile, meeting GE in the major, etc.

http://www.luminafoundation.org/newsroom/news_releases/2011-01-25.html

http://www.google.com/url?sa=t&source=web&cd=2&ved=0CB4QFjAB&url=http%3A%2F%2Fwww.luminafoundation.org%2Fpublications%2FThe_Degree_Qualifications_Profile.pdf&ei=43SdTYLRGNCP0QHPy8zBBA&usg=AFQjCNHjycA7UXFzMfSzqFkPIn1zXb-MaA

Academically Adrift -- <http://higherred.ssrc.org/>

5.0 Continuing discussions & approval of Guidelines (see pages 2 & 3 below)

5.1 Integrated GE course sequences

5.2 Meeting GE Course/Area SLOs in the Major

6.0 American Institutions – (see page 4-5 below)

6.1 Need to develop SLOs for GE reporting

6.2 Six-unit, two-semester sequences currently required to meet three criteria, including “...interdisciplinary and team-taught...” to simultaneously satisfy Areas D2 and D3

7.0 Meeting Schedule for Fall 2010:

Sep 9, 23, Oct 7, 21 (cancelled), Nov 4, 18, Dec 2, 9 (final meeting added to replace Oct 21)

8.0 Meeting Schedule for Spring 2011:

Feb 3 (rescheduled from Feb 10), Feb 10 (cancelled), Feb 24, Mar 10, 24, Apr 7, 21, May 5

5.1 Integrated GE course sequences – DRAFT Guidelines

A. Core

1. One or two semesters (two semesters required if more than two areas)
[EXCEPTION = Humanities Honors (four semesters)]
2. For two semester course sequences, (a) the first semester (with a grade of C or better?) should (or must?) be a prerequisite to the second semester, (b) a recommendation for partial credit for partial completion is required, and (c) applying for priority registration for the second semester is an option.
3. OK to schedule as component classes, e.g., a large lecture + smaller seminars or activities
4. True team-teaching with faculty from different departments/disciplinary backgrounds with expertise appropriate for the Core GE areas being integrated
5. Community/service learning component required if 3 or 4 Core GE areas are integrated (?)
6. Strongly encourage integrated “stretch FYE” with Area E content and SLOs assignable to the first semester and a discipline specific Core area (e.g., B1, B2, C1, C2, or D1) assignable to the second semester. [Example = MAS 1A/ 1B]
7. Strongly encourage development of 2-semester, 12-unit Integrated Science sequence(s) (Areas B1, B2, B3, B4, & D1; Science Honors?) [included in GE for a Global Century project]

B. SJSU Studies (many conceivable combinations of R/S/V/Z areas)

1. One or two semesters (two semesters required if more than two areas)
2. For two semester course sequences (a) the first semester (with a grade of C or better?) should (or must?) be a prerequisite to the second semester, (b) a recommendation for partial credit for partial completion is required, and (c) applying for priority registration for the second semester is an option.
3. 6-12 units (may reduce by 3 units maximum, as is currently done in ENGR 100W if Area Z is part of the package)
4. OK to schedule as component classes, e.g., a large lecture + smaller seminars or activities
5. True team-teaching with faculty from different departments/disciplinary backgrounds with expertise appropriate for the SJSU Studies areas being integrated
6. Community/service learning component required if 3 or 4 SJSU Studies areas are integrated
7. If 3 or 4 SJSU Studies areas are being integrated, assessment must include integration of knowledge (using common rubric such as AAC&U VALUE), and content must include the application of “...basic skills (reading, writing, speaking, critical thinking, research, and mathematics)...” [see Pedagogical Approach boilerplate for Area RSV in GE Guidelines]

5.2 Meeting GE Course/Area SLOs in the Major – DRAFT Plans

Proposed policy level considerations:

- A. Initial approval (certification) through (GEAPs?) BOGS; continuing certification via annual reports and 5-year summaries aligned with Program Planning Self-Study; procedures parallel to GE courses.
- B. NOTE: difference from GE at CORE -- transfer students get GE certification from GE coursework taken at a CCC, whereas non-GE major coursework at a CCC is not similarly certified.
- C. Therefore, demonstration of student achievement of GE SLOs (even for CORE Area SLOs) must happen at the upper division.
- D. Ideally, for CORE GE, departments could/should (?) use signature assignments and common rubrics developed and/or approved by the relevant GEAP.
- E. SJSU Studies -- similar except without GEAPs -- NOTE: CSU/Title 5 requires 9 UD GE units in residence, so this should be a formal substitution for GE associated with units; it is NOT a waiver which implies that the requirement is not needed.

Timeline/Sequence:

- A. Begin with Critical Thinking (Area A3; available to all departments not currently granted a GE modification).
- B. Require those departments granted Critical Thinking modifications in 1998 to similarly demonstrate that their major degree program(s) meet(s) similar criteria for approval.
- C. Extend to other GE Areas (Area E next?)

Justification -- From University Policy S02-7, Section III.B.

“The Board, in consultation with the appropriate college deans and department chairpersons, shall provide for and approve ‘challenge’ mechanisms for Basic Skills requirements.”



Board of General Studies MINUTES – 1450-1630, 7 April 2011, CL 412

Present: Stephen Branz, Dennis Jaehne, Matt Masucci (CASA), Simon Rodan (COB), Tri Caohuu (Engr), Andrew Fleck (H&A), Julie Sliva Spitzer (COS), Shahin Gerami (COSS)

Absent: Dennis Jaehne, VACANT (Educ)

Guest: Kathleen McConnell (COSS, BOGS-elect)

- 1.0 Approval of Minutes (Mar 24): 4-0-1
- 2.0 Information Items – RSV prefix policy being considered by C&R
 - 2.1 **Unanimous (5-0-0) for Option 2** of draft memo presented to C&R by Steve [includes unanimous approval of new guidelines removing cross listing for RSV]
 - 2.2 **Unanimous (5-0-0) in opposition to draft policy**
- 3.0 New Course Proposals – none!
- 4.0 SJSU has applied to and been selected participate in two AAC&U 2011 Summer Institutes
 - 4.1 GE Institute on GE & Assessment – June 4-8 (SJSU)
<http://www.aacu.org/meetings/institute_gened/index.cfm>
 - 4.2 GE for a Global Century – discussion of role for BOGS
<http://www.aacu.org/SharedFutures/global_century/index.cfm>
 - 4.3 discussion – relationship of these two institutes to GE program assessment, integrated course sequences, Lumina Degree Profile, meeting GE in the major, etc.

http://www.luminafoundation.org/newsroom/news_releases/2011-01-25.html

http://www.google.com/url?sa=t&source=web&cd=2&ved=0CB4QFjAB&url=http%3A%2F%2Fwww.luminafoundation.org%2Fpublications%2FThe_Degree_Qualifications_Profile.pdf&ei=43SdTYLRGNCP0QHPy8zBBA&usq=AFQjCNHjycA7UXFzMfSzqFkPIn1zXb-MaA

Academically Adrift -- <http://highered.ssrc.org/>
- 5.0 Continuing discussions & approval of Guidelines (see pages 2 & 3 below)
 - 5.1 Integrated GE course sequences – **APPROVED 5-0-0** pending ACTION item – Steve will add explanation of “team teaching” as “collaborative co-teaching” (thanks Julie!)
 - 5.2 Meeting GE Course/Area SLOs in the Major
- 6.0 American Institutions – (see page 4-5 below)
 - 6.1 Need to develop SLOs for GE reporting
 - 6.2 Six-unit, two-semester sequences currently required to meet three criteria, including “...interdisciplinary and team-taught...” to simultaneously satisfy Areas D2 and D3
- 7.0 Meeting Schedule for Fall 2010:

Sep 9, 23, Oct 7, 21 (cancelled), Nov 4, 18, Dec 2, 9 (final meeting added to replace Oct 21)

8.0 Meeting Schedule for Spring 2011:

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7. Strongly encourage development of 2-semester, 12-unit Integrated Science sequence(s) (Areas B1, B2, B3, B4, & D1; Science Honors?) [included in GE for a Global Century project]

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- A. Initial approval (certification) through (GEAPs?) BOGS; continuing certification via annual reports and 5-year summaries aligned with Program Planning Self-Study; procedures parallel to GE courses.
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Justification -- From University Policy S02-7, Section III.B.

“The Board, in consultation with the appropriate college deans and department chairpersons, shall provide for and approve ‘challenge’ mechanisms for Basic Skills requirements.”



Board of General Studies

MINUTES – 1450-1630, 21 April 2011, CL 412

Present: Stephen Branz, Matt Masucci (CASA), Simon Rodan (COB), Tri Caohuu (Engr), Andrew Fleck (H&A), Julie Sliva Spitzer (COS), Shahin Gerami (COSS)

Absent: Dennis Jaehne, VACANT (Educ)

1.0 Approval of Minutes (Apr 7): 5-0-0

2.0 Information Items

3.0 New Course Proposals – none!

4.0 DSGN 100W – approved by WRC – affirmed draft memo from WRC to DSGN with special emphasis on items “d” (paucity of in-class writing assignments; also more description of in-class writing and projects) and “g” (move due dates for the draft and final project to allow for sufficient time for “practice and feedback” as required by GE Guidelines. Of great concern was “What qualifies as ‘word count’ for GE courses?” The DSGN proposal only has 5900 words unless both the draft and final versions of the final paper/project are counted. ACTION ITEM: There should be a joint consideration with BOGS and WRC to come to a common understanding about which rewrites, etc may double count in doing word counts. Steve will arrange (one meeting remaining this semester for both BOGS (5/5) and WRC (5/6).

UPDATE: WRC has a full agenda 5/6/11. Cathy Gabor and John Engell (both of English, representing the WRC) will attend the 5/5/11 BOGS meeting to begin this joint effort.

5.0 Continuing discussions & approval of Guidelines (see pages 2 & 3 below)

5.1 Integrated GE course sequences

5.2 Meeting GE Course/Area SLOs in the Major

6.0 Meeting Schedule for Fall 2010:

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