

**Policy Recommendation:
SJSU Graduate and Undergraduate University Learning
Goals**

Legislative History: Rescinds S13-2

Rationale: Since the passage of this university policy in Spring 2013, the campus has received recommendations from its recent WASC accreditation report regarding SJSU's University Learning Goals (ULGs). It is important to establish the qualities that define the competencies of SJSU graduates to inform both undergraduate and graduate current and future students, as well as the community, about the expected outcomes of an SJSU education. SJSU graduate programs also recognized that the ULGs needed adjustment to be more inclusive to graduate curricula.

Whereas: The first ULGs were generated by the Mission, Outcomes and Meaning WASC task force in consultation with the University Council of Chairs and Directors (UCCD), Associate Deans, Deans and the WASC Steering Committee within the categories defined by the San José State University Academic Senate (SS-S12-3); and

Whereas: This same consultation process was used to revise these ULGS; and

Whereas: These ULGs were designed such that they would articulate with existing assessment strategies; and therefore be it

Resolved: That the following University Learning Goals be adopted, effective AY 2017-2018, as the University Learning Goals for San José State University.

Approved: May 8, 2017

Vote: 12-0-0

Present: Anagnos, Buzanski, Chang, Cargill, Chung, Heil, Matoush, Medrano, Mathur, Rodan, Stacks, Trulio

Absent: Grindstaff

Curricular Impact: Programs may adjust some of their program learning outcomes to better align with these ULGs and thus there may be changes in some of their curricular offerings.

Financial Impact: None anticipated.

Workload Impact: These revised ULGs require programs to re-map their program learning outcomes for both their undergraduate and graduate programs. This is a process that would occur before our next full WASC accreditation visit.

University Learning Goals

San José State University graduates will have developed:

Social and Global Responsibilities

- An ability to consider the purpose and function of one's degree program training within various local and/or global social contexts and to act intentionally, conscientiously, and ethically with attention to diversity and inclusion.

Specialized Knowledge

- Depth of knowledge required for a degree, as appropriate to the discipline.

Intellectual Skills

- Fluency with specific theories, assumptions, foundational knowledge, analytical and interpretive protocols, tools, and technologies appropriate to the discipline or field of study.
- Skills necessary for mastery of a discipline at a level appropriate to the degree and leading to lifelong learning, including critical and creative thinking and practice, effective communication, thorough and ethical information gathering and processing, competence with quantitative and/or qualitative methodologies, and productive engagement in collaborative activities.
- *For undergraduate students in a baccalaureate program:* an understanding of critical components of broad academic areas, including the arts, humanities, social sciences, quantitative reasoning, and sciences.

Integrative Knowledge and Skills

- Mastery in each step of an investigative, creative, or practical project (*e.g.*, brainstorming, planning, formulating hypotheses or complex questions, designing, creating, completing, and communicating) with integration within and/or across disciplines.
- An ability to articulate the potential impacts of results or findings from a particular work or field in a societal context.

Applied Knowledge and Skills

- An ability to apply theory, practice, and problem solving to new materials, settings, and problems.