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San José State University
Guidelines for General Education (GE), American Institutions (AI), and the
Graduation Writing Assessment Requirement (GWAR)
Effective Fall 2022

Approved By Curriculum & Research 12-0-0 on March 14, 2022.

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The Value of General Education at SJSU

SJSU's general education program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

General education coursework when combined with major coursework is what sets a university education apart from simple vocational training. The General Education program helps build the foundation for life-long learning and career-enhancing skills. While major coursework will help a student in their chosen career, the General Education program will help all students get ahead in not only their currently envisioned career path, but in future career paths that may not be imagined yet. Thus, the General Education Program at SJSU is designed to educate in the holistic sense and is at the heart of a university education. The General Education Program at SJSU has three goals:

Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits.

Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.

Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

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General Education Program Learning Outcomes

The program has three goals and nine program learning outcomes (PLOs):

Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits. Goal 1 has five learning outcomes (PLOs 1-5):

PLO 1. [Oral Communication] Create and deliver logically organized, well supported, and compelling messages both in presentation and in conversation for specific audiences and diverse settings.

PLO 2. [Written Communication] Develop and practice a writing process that accounts for the goals, dynamics, and genres of written communication, with special attention to the conventions of writing at the university.

PLO 3. [Critical Thinking] Identify and analyze a subject/topic/issue/problem of significance by evaluating the merits of different positions or perspectives; support the analysis with relevant evidence and information while stating assumptions; and draw evidence-based conclusions.

PLO 4. [Quantitative Reasoning] Analyze, interpret and represent quantitative information in various forms to examine a question; explain the processes behind data collection and generation; and communicate evidence in support of an argument or purpose while stating assumptions, limitations, and biases and drawing appropriate conclusions.

PLO 5. [Information Literacy] Identify information needs, locate and access relevant and credible information while accounting for bias, and use information legally and ethically.

Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment. Goal 2 has two learning outcomes (PLOs 6 and 7):

PLO 6. [Diversity, inclusion, and justice] Examine diverse cultures, communities, and environments; explore different perspectives; analyze connections to issues of justice/injustice; and prepare to live and work responsibly and cooperatively in multicultural societies.

PLO 7. [Civic and global engagement] Engage with global perspectives and knowledge; develop civic skills, interests, and values; and apply knowledge, skills and values to multicultural, community, and environmental interests.

Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses. Goal 3 has two learning outcomes (PLOs 8 and 9):

PLO 8. [Integration and Application]: Integrate and apply knowledge and methods from more than one discipline or area of study to explore a complex question, address an issue, or produce a creative work.

PLO 9. [Reflection and Self-Assessment]: Evaluate and reflect on one's own learning while building on prior knowledge and life experience.

177 **General Education Policies**

178 SJSU's General Education program is governed by policies set by the California State University
179 (CSU) Board of Trustees, which apply to all CSU campuses; along with specific campus-based
180 policies determined by the appropriate governing bodies at SJSU.

181
182 **CSU System-wide Policies**

183
184 CSU GE is governed by the [CSU General Education Breadth Requirements policy](#) (formerly Executive
185 Order (EO) 1100). In particular, articles 2 and 4 govern minimum requirements and subject area
186 distribution. Under current policy, all CSU students must complete 48 units of GE-breadth
187 requirements to earn the bachelor's degree. This includes 39 semester units of lower-division
188 coursework and 9 semester units of upper-division coursework.

189
190 The CSU GE-Breadth Requirement is a lower-division 39-semester unit pattern with specified courses
191 in:

- 192 **Area A** — English Language Communication and Critical Thinking (9 units)
193 **Area B** — Scientific Inquiry and Quantitative Reasoning (9 units)
194 **Area C** — Arts and Humanities (9 units)
195 **Area D** — Social Sciences (6 units)
196 **Area E** — Lifelong Learning and Self-Development (3 units)
197 **Area F** — Ethnic Studies (3 units)

198
199 The CSU also requires 9 upper-division GE semester units according to the following distribution:

- 200
201 **Area B** — Earth, Environment and Sustainability (**SJSU Area R**)
202 **Area C** — Cultures and Global Understanding (**SJSU Area V**)
203 **Area D** — Self, Society, and Equality in the U.S. (**SJSU Area S**)

204
205 The CSU also requires students to fulfill the requirements described below prior to graduation.
206 Courses fulfilling these requirements are not part of the General Education program as such, but are
207 described herein because they can be used to satisfy specified GE requirements and contribute to
208 fulfilling the Core Competencies required of all students who graduate from SJSU:

- 209
210 • **United States History, Constitution and American Ideals** (SJSU's American Institutions.
211 see [California Code Title 5, Section 40404](#)). CSU campuses may permit up to 6 semester units
212 of GE to meet this requirement.
213
214 • **Graduation Writing Assessment Requirement:** (Writing in the Disciplines). Requires
215 students to demonstrate writing competence through an approved course or other means. This
216 is mandated by CSU policy [Graduation Writing Assessment Requirement Determination of](#)
217 [Competence in English](#) (formerly EO 665).

218
219 **Approved Modifications to CSU GE Policy**

220
221 The [CSU General Education Breadth Requirements Policy](#) authorizes programmatic exceptions under
222 specified circumstances. In the case of high-unit major degree programs, the Chancellor may grant
223 exceptions to one or more requirements for students completing the particular program. Such
224 exceptions must be approved at the campus level prior to initiating a request to the Chancellor's
225 Office. A full academic justification shall be submitted to the Executive Vice Chancellor for Academic
226 and Student Affairs, who shall submit his or her recommendation and the campus recommendation
227 (along with all relevant documents) to the Chancellor. A current list of approved General Education
228 exceptions is published online in the University Catalog.

229
230 Category A - Substitution of a GE Course

231 Proposals to satisfy GE Areas with the substitution of non-GE coursework in the major are possible.
232 These proposals are reviewed by GEAC and a recommendation is made. As with all major program
233 revisions, the proposal is reviewed by the Undergraduate Studies Committee and a recommendation
234 is made. Recommendations are reviewed by the Provost or Provosts' designee for final approval. The
235 course or set of courses used in this category are neither designed nor assessed as GE courses, and
236 do not need to have GE Certification, but must be reviewed during the program planning cycle by
237 GEAC to confirm that the relevant GE ALOs and content outcomes are met. (Examples include
238 Physics 2A for Areas B1/B3, and Math 30 for Area B4. Students satisfying any GE Areas in this
239 category and who later change majors retain the clearance of the GE Area(s).

241 Category B – Waiver of a GE Area

242 Proposals for a waiver of a Core GE Area (lower division, except Area F) must be approved by the
243 Chancellor's office. These waivers are program specific and require an evaluation of whether or not a
244 degree program can reduce units in the major rather than seek relief via a waiver of GE units.
245 Proposals are submitted to Curriculum & Research. The Curriculum & Research Committee's
246 recommendation is passed on to the Provost. If approved by the Provost and President, then the
247 waiver proposal is submitted to the Chancellor's Office for review. All SJSU level approvals are
248 provisional until receiving final approval from the Chancellor's Office. If a student changes majors, the
249 student must satisfy the GE Area that would have been waived had the student remained in the
250 original major.

251
252 Transparency – A list of all Category A and Category B exceptions will be maintained and posted
253 online by the Office of Undergraduate Education. All Category A and Category B exceptions will be
254 reviewed by the GEAC during the Program Planning Review, but may be reviewed more frequently if
255 there are future changes to either the degree program or the GE Program.
256

257 **San José State University General Education Requirements**

258 **Core General Education: 39 lower-division units**

259 **Fundamental Skills of an Educated Person (12 units)**

260 Fundamental Skills courses develop students' communication and analytical skills. An educated
261 person can communicate ideas effectively verbally and in writing. An educated person must also have
262 strong reasoning powers in order to analyze all types of information. Per CSU policy, each
263 Fundamental Skills course must be passed with a grade of C- or better to fulfill graduation
264 requirements.
265
266
267

268 Area	269 Units	270 Prerequisite
271 A1: Oral Communication	3	--
272 A2: Written Communication I	3	Reflection on College Writing Self- placement
273 A3: Critical Thinking and Writing	3	Area A2 course with C- or better
274 B4: Mathematics/Quantitative Reasoning	3	--

275 **Fundamental Knowledge of an Educated Person (27 units)**

276 Fundamental Knowledge courses develop students' understanding and appreciation of the
277 fundamentals of science, arts and humanities, and the forces that shape the individual and modern
278 society throughout the lifespan. This fundamental knowledge is crucial to understanding more
279 advanced topics, including a major field of study.
280

281 Area	282 Units
283 B1: Physical Science	3

284	B2: Life Science	3
285	B3: <i>(One lab course in science required)</i>	
286	C1: Arts	3
287	C2: Humanities	3
288	C1/C2: Arts <i>or</i> Humanities	3
289	D: Social Sciences	6
290	E: Human Understanding & Development	3
291	F: Ethnic Studies	3

292
293 **SJSU Studies: upper-division units of GE**

294
295 **Integrated Knowledge of an Educated Person**

296 SJSU Studies courses help students integrate knowledge between and among disciplines. An
297 educated person is able to apply concepts and methods learned in one area to other areas as part of
298 a lifelong learning process. SJSU Studies courses develop abilities that enable students to live and
299 work intelligently, responsibly, and cooperatively in multicultural societies and to develop abilities to
300 address complex issues and problems using disciplined analytical skills and creative techniques.
301

<u>Area</u>	<u>Units</u>	<u>Prerequisites</u>
R: Earth, Environment & Sustainability	3	Upper division standing and completion of Core
S: Self, Society & Equality in the U.S	3	GE. Completion of, or co-registration in, 100W is
V: Cultures and Global Understanding	3	strongly recommended.

302
303 **Non-General Education Graduation Course Requirements (0-11 units)**

304
305 The requirements described below are graduation course requirements that are not part of SJSU's
306 General Education program. They are included here because they are common to all students that
307 earn an undergraduate degree from SJSU.

308
309 **Area Units and Prerequisites**

US 1-2-3	American Institutions <i>CSU graduation requirement</i>	0-6 semester units <i>Often fulfilled through Area D courses. Also may be fulfilled through select Area C, Area S and/or Area V courses.</i>
	Writing in the Disciplines <i>fulfills CSU GEAR (Graduation Writing Assessment Requirement)</i>	0-3 semester units <i>Prerequisites: Completion of 1) Area A3 with a grade of C- or better and 2) appropriate placement mechanisms (e.g. 100W Directed Self-Placement or Writing Skills Test)</i>
PE	Physical Education <i>SJSU graduation requirement</i>	0-2 semester units

311 **Development and Approval of New GE Courses**

312
313 The development and approval of new GE courses is an iterative process that is best conducted in
314 close consultation with the faculty director of General Education and/or the faculty chair of the General
315 Education Advisory Committee (GEAC). Early consultation with the GE director or the GEAC chair will
316 ensure that course proposals conform to current General Education program policies, thus expediting
317 the course review process.

318
319 GE course proposals shall go through a department's established process for reviewing and approving

320 new courses prior to submission to GEAC for review. Once approved at the department level, GE
321 course proposals will be submitted to the university's curriculum management system (currently
322 Curriculog). GE course proposals in Curriculog will be thoroughly reviewed by GEAC, which will
323 communicate with departments about necessary modifications, if any, before the course can be
324 recommended for approval. Ultimate approval of GE courses rests with the Provost or Designee.
325

326 **GE Course Proposals**

327
328 When submitting a proposal for a GE course, the sponsoring department shall submit a packet of
329 materials that includes the following items:

- 330
- 331 ● a complete syllabus (see guidelines below);
- 332 ● a description of methods of instruction as well as instructor qualifications (see below);
- 333 ● a general description of how the offering department will manage GE course coordination and
334 ensure consistent implementation among multiple sections and instructors, as well as from
335 semester to semester;
- 336 ● a general description of the process of assessment of student learning for the GE course including
337 who reviews the data and how improvements are systematically introduced into the course; and
- 338 ● for courses with proposed enrollment caps exceeding 10% of the established enrollment limit, an
339 explanation of how practice, feedback, and revisions in writing will be addressed.
340

341 **GE and Graduation Requirement Course Syllabi**

342 *Accessibility*

343 All course syllabi must conform to Academic Senate syllabus guidelines (current policy is [S16-9](#)),
344 including the requirement that syllabi conform to accessibility guidelines.
345

346 *GE Area Learning Outcomes*

347 The course syllabus must demonstrate how the course addresses GE Area Learning Outcomes (GE
348 ALOs) directly and substantively by including:

- 349
- 350
- 351 ● explicit linkages between the General Education Area Learning Outcomes and the course
352 activities/experiences/assignments that are designed to meet these outcomes;
- 353 ● description of course activities/experiences/assignments that are clearly linked to each of the GE
354 ALOs;
- 355 ● numerous opportunities for meaningful assessment of students' progress in achieving the GE
356 ALOs;
- 357 ● an explanation of how the course meets content requirements of the GE Area(s) across a
358 significant portion of the course. The description must be applicable to all sections of the course,
359 regardless of instructor or department for cross-listed courses.
360

361 *Writing and Diversity Requirements*

362 All GE courses are expected to incorporate meaningful opportunities for students to develop their
363 writing skills and to deepen their understanding of issues of diversity, inclusion, and justice. GE course
364 syllabi must include an explanation of how the course meets these two objectives.
365

366 In addition, all GE and Graduation Requirements course syllabi must include:

- 367
- 368
- 369
- 370 1. a week-by-week course schedule, including assigned readings and graded assignments;
- 371 2. a statement about the use of anonymized student work in a regular cycle of General Education
372 Program assessment, including an explanation of how students can request to exclude their work

- 373 from the process;
- 374 3. for Basic Skills courses (A1, A2, A3, B4), the following statement on course syllabi: “This course
375 must be passed with a C- or better as a CSU graduation requirement.”
- 376 4. for SJSU Studies courses (R, S, and V), the following statement on course syllabi: “Students are
377 strongly encouraged to satisfy GE Areas R, S, and V with courses from departments other than the
378 major department. Completion of, or co-registration in, a 100W course is strongly recommended.”
- 379 5. for 100W (Writing in the Disciplines), the following statement on course syllabi: “This course must
380 be passed with a C or better as a CSU graduation requirement.”

381

382 **Methods of Instruction**

383

384 GE course proposals must include a description of the methods of instruction that will be used in the
385 course (e.g., lectures, discussions, small groups, simulation) and explicitly address the ways in which
386 online and/or hybrid instruction will be used if the course will not be taught exclusively in person. The
387 proposal must also describe how the course will be coordinated to ensure consistent implementation
388 and assessment across all sections of the course.

389

390 **Instructor Qualifications**

391

392 The GE course proposal packet must include a description of the qualifications of all those who might
393 teach the course, including information about earned degrees, areas of expertise, teaching
394 experience, and relevant training. It is important to note that GE course instructors must meet the
395 minimum qualifications for teaching GE courses listed below. Graduate teaching associates shall be
396 eligible to teach a GE class only after training and under close supervision of an expert in the field.

397

398 *Minimum Instructor Qualifications for GE Courses*

399

- 400 1. an understanding and appreciation of general education;
- 401 2. excellence in teaching (Excellence in teaching as evidenced by letters of recommendation;
402 direct observations by peers; curriculum development; innovative classroom practices; student
403 testimonials; student opinions of teaching¹;
- 404 3. an appropriate terminal degree, or a master’s degree with demonstrated knowledge
405 and expertise in the subject matter;
- 406 4. college-level teaching experience or graduate training in the subject matter of the
407 course; and
- 408 5. a professional commitment to the learning needs of a diverse student body.

409 Sections designed for English language learners require substantial formal training and experience in
410 teaching speakers of other languages.

411

412

413 **Assessment and Continuing Certification of GE Courses**

414

415 GE Program Assessment Framework:

416 The SJSU General Education program will be assessed at the program level. GE Areas are mapped
417 to one or more Program Learning Outcomes (PLOs) as listed in Appendix A. The PLOs will be
418 assessed on a rotating basis, so that all GE PLOs are assessed within a 3-year cycle. GE PLOs will
419 be assessed using coursework from the courses in the GE Areas that are linked to the PLO being
420 assessed. Standardized rubrics, developed by the GE faculty community, will be used to assess each
421 PLO.

422

¹ [University Policy F12-6](#) (Evaluation in Effectiveness in Teaching for all Faculty)

423 The GE Director, with support from the Office of Institutional Effectiveness and Strategic Analytics will
424 be responsible for compiling the PLO assessment data and distributing the summary to the SJSU
425 community.
426

427 Recertification of GE Courses after Adoption of the 2022 GE Guidelines:

428 Following the adoption of the 2022 GE Guidelines, current GE courses will be reviewed and
429 recertified, starting in Fall 2022 and continuing over five semesters through Fall 2025. Area F will be
430 excluded, since all Area F courses were developed according to the new GE PLOs, ALOs and content
431 requirements.
432

433 Continuing Certification of GE Courses:

434 A department's GE courses are reviewed as part of its regular program planning cycle. The
435 department summarizes its involvement in GE over the past program planning cycle and any plans for
436 the next program planning cycle. It also reflects on how well its courses contribute to their GE Area
437 Goals/Learning Outcomes and to the larger General Education Program Learning Outcomes. GE
438 program-level assessment is not related to course-level continuing certification.
439

440 All GE courses undergo review for continuing certification by the appropriate committees beyond the
441 department level. Departments are notified at least one semester in advance of the courses that are
442 scheduled for continuing certification review.
443

444 As a section of the program planning report, the department submits the following for each GE course:

- 445 1. Syllabi from the last two years that the course has been taught, along with sample
446 showcase assignments that demonstrate how the course meets each of its GE ALOs.
- 447 2. A description of the coordination across sections of the course and across years that
448 ensures consistent implementation.
- 449 3. An assessment report (two pages maximum) for each course that includes the following:
 - 450 a. A summary of the process of assessment of student learning in the GE course,
451 including who reviewed the data and how course modifications are developed and
452 approved. Summarize what the assessments have revealed about student learning with
453 respect to GE ALOs.
 - 454 b. Changes that the department has made to try to improve student learning with respect
455 to the GE ALOs
 - 456 c. Future plans for course modifications, if applicable.
457

458 GEAC can either (1) continue to certify the course through the next program planning cycle or (2) seek
459 clarifications or discuss its concerns with the department. When those concerns are resolved, then the
460 course's GE certification is to be continued through the next program planning cycle. If its concerns
461 cannot be resolved, then GEAC can recommend to the Curriculum and Research (C&R) Committee
462 that the course be decertified. C&R makes the final decision, and the department has the right to
463 appear before the C&R. If a member of GEAC has voted on the matter when it was before GEAC,
464 then that member shall not vote on it again when it comes before C&R.
465

466 **Continuous Enrollment and Catalog Rights**

467 Students who have been in continuous attendance may meet the General Education requirements in
468 place
469

- 470 ● at the time they began continuous enrollment at a CCC or other CSU campus; or
- 471 ● at the time they entered SJSU (or reentered if they have broken continuous attendance); or
- 472 ● at the time they graduate from SJSU.

473 Students must complete all of the requirements in whatever set of GE Guidelines apply to their
 474 individual situations.

475

476 **Student began continuous enrollment**

GE Guidelines to follow

477 Fall 2022 to present	Fall 2022 Guidelines
478 Fall 2014 - Spring 2021	Fall 2014 Guidelines <i>or</i> later
479 Fall 2005 - Spring 2014	2005 Guidelines (amended 2009) <i>or</i> later
480 Fall 1997 -Spring 2005	Fall 1997 Guidelines <i>or</i> later
481 Fall 1991 -Spring 1997	recommend following Fall 2005 Guidelines
482 Prior to Fall 1991	follow GE guidelines in effect at time of enrollment

483

484 **Minimum GE Units and Grades**

485

486 **Minimum Units**

- 487 ● All students must complete **a minimum of 48 credits** of approved GE courses.
- 488
- 489 ● If a GE requirement is waived without unit credit (e.g., English 1A), or a GE Area is satisfied with
 490 fewer than the required number of units (as can happen when transfer courses are converted from
 491 quarter to semester units), additional approved GE courses may be required to complete a
 492 minimum of 48 GE units (Title 5, Section 40405.1. California State University General Education -
 493 Breadth Requirements).

494

495 **Grades**

- 496 ● All GE courses must be taken for letter grades (A-F).
- 497
- 498 ● **Fundamental Skills courses** must be completed with a **minimum grade of C-**.
 - 499 ○ A1: Oral Communication
 - 500 ○ A2: Written Communication I
 - 501 ○ A3: Critical Thinking and Writing
 - 502 ○ B4: Mathematics/Quantitative Reasoning
- 503
- 504 ● **Writing in the Disciplines (100W)** must be completed with a **minimum grade of C**.

505

506 **Transfer Credit Rules**

507

- 508 ● General education equivalent courses taken at a California Community College (CCC), a California
 509 State University (CSU), or University of California (UC) campus transfer to SJSU if they are listed
 510 on CSU Breadth Requirement or the Intersegmental General Education Transfer Curriculum
 511 (IGETC) where and when the course was taken.
- 512
- 513 ● Transfer students may meet all lower-division GE course requirements by completing an Associate
 514 Degree for Transfer at a California Community College.
- 515
- 516 ● Students majoring in designated STEM disciplines may complete an Associate in Science for
 517 Transfer degree that meets all lower-division GE requirements while also allowing them to
 518 complete the science and math courses needed for success in their chosen major program.
 519 Students completing GE Breadth for STEM Majors are required to complete 33 semester units for
 520 lower-division GE certification for transfer. Current information is published on the CSU's CCC-
 521 Associate Degree for Transfer [webpage](#).

522

- 523 ● Second baccalaureate students satisfy Core General Education with their first baccalaureate.
524
525 ● Writing in the Disciplines (100W) and all 9 units of upper division GE, if completed while a
526 matriculated student at another CSU campus, or while studying abroad under an SJSU-sponsored
527 program, will satisfy the R, S, V, and Writing in the Disciplines requirements, including GE
528 Residence, at SJSU.
529

530 **General Education Course Guidelines**

531 **Guidelines Common to All Areas of Core GE and SJSU Studies**

532
533 Each GE Area has particular requirements that are specific to that area. In addition, all GE courses
534 are expected to incorporate meaningful opportunities for students to develop their writing skills and to
535 deepen their understanding of issues of diversity, inclusion, and justice. GE course syllabi must
536 include an explanation of how the course meets these two objectives.
537

538 **Writing Goals and Content**

539
540 GE courses incorporate writing clearly and effectively as part of the learning process. In all GE Areas,
541 practicing writing helps students understand and organize material, compare and contrast facts and
542 ideas, and draw conclusions. In GE Areas that include a research component, students apply their
543 comprehension and thinking skills in working with research materials to help them reach a level of
544 understanding that leads to clarity and coherence in writing.
545

- 546 ● Each GE Area has a minimum writing requirement. These requirements, which are included in GE
547 Area descriptions below, stipulate that faculty provide students with opportunities to draft and
548 revise written work based on feedback.
- 549
550 ● Faculty and departments are encouraged to access one or more of the writing support services at
551 SJSU to develop their professional expertise in teaching and/or assessing writing. These
552 resources include the Writing Center, the Center for Faculty Development, and the Writing Across
553 the Curriculum program. An array of workshops and seminars are offered throughout the year.
554 Opportunities to develop research and resource projects are also available, as are consultations
555 with departments on writing-related issues ranging from assessment to program and course
556 design.
- 557 ● Support for teaching students about all parts of the writing process is available through the Writing
558 Center. The Center provides group and one-on-one tutoring sessions, workshops on a wide array
559 of writing topics, and online resources like videos and handouts for self-study. The Center also
560 works with graduate and undergraduate programs to develop systems of support for their students
561 and faculty.
- 562 ● The Writing Across the Curriculum program provides succinct guides to common multilingual
563 language differences. Developed by SJSU faculty, these guides introduce instructors to the ten
564 most common errors and variations made by multilingual writers, and help instructors work with
565 students in more meaningful, constructive ways. The guides are published on the [WAC website](#).
566
- 567 ● In some GE areas, such as Area A2, departments offer in-house opportunities for their faculty to
568 enhance their abilities to teach and assess writing. GE faculty are encouraged to contact their
569 department chair or program director for more information.

570 **Diversity Goals and Content**

571 San José State University is committed to supporting a diverse community guided by core values of
572
573

574 ethical conduct and inclusion and respect for each individual. Such a community enriches the
575 intellectual climate of the university and the educational experiences of its students, promotes
576 personal growth and a healthy society, and supports a positive work environment. By studying issues
577 related to diversity, equity, and inclusion, students come to appreciate their rights and responsibilities
578 in the free exchange of ideas that is the hallmark of a healthy and productive society.
579

580 Thus, GE courses shall incorporate issues of diversity, equity, and inclusion. They may do so in one or
581 more of the following ways (a non-exhaustive list). Disciplines, departments, and fields of study should
582 be able to engage in at least one of the following bullet areas:
583

- 584 ● The experiences of diverse peoples may be topical issues of discussion and analysis.
- 585 ● Diversity may be considered through the contributions of diverse individuals and
586 populations to the material under study. Identity is not static or siloed; as such, people have
587 intersecting identities. No list can be dynamic and therefore inclusive; however, examples
588 include (in no particular order): all backgrounds, identities, and experiences, as constituted by
589 gender identity and expression, transgender identity, socioeconomic class/status, caste,
590 people with disabilities, age, race, ethnicity, religion, generation, sexual orientation, regional
591 origin, nationality, citizenship status, active duty/veteran status, language, political ideology
592 (especially those that have not been historically and widely embedded), and intersectionalities
593 among additional important positionalities.
- 594 ● The placement of a specific theory and or course concept in relation to surrounding
595 diverse contexts and communities.
- 596 ● Science courses (Areas B1, B2, and B3) may also satisfy the diversity goal, in part, with
597 discussions related to preserving as well as critiquing the cultural impact on biodiversity in
598 terms of the interactions between humans, societies, peoples, cultures, and other organisms in
599 the biosphere. Biodiversity includes not only species that are rare, threatened, or endangered
600 but all those living on earth (past and present). Courses may include human “biocultural”
601 diversity where “biocultural” is described as the “dynamic, continually evolving and
602 interconnected nature of people and place, and the notion that social and biological
603 dimensions are interrelated.”²
604

605 Focusing on diverse peoples and issues throughout the GE program helps students:

- 606 ● identify the lenses through which dominant society operates;
- 607 ● recognize that individuals are often subject to marginalization that creates positionalities of
608 disadvantage;
- 609 ● engage in ways that help to mitigate societal inequities or deconstruct systems of
610 oppression and colonization;
- 611 ● listen, act, and speak with open minds, and understand the impact of their viewpoints
612 on others;
- 613 ● appreciate differing viewpoints and ways of knowing;
- 614 ● develop skills to work together in a cooperative manner on behalf of the common good.
615

616 The level of incorporation of issues of diversity, equity and inclusion will vary across the GE Areas.
617

618 **GE Area Requirements: Core (lower-division)**

619 **Area A: English Language Communication and Critical Thinking**

620 **9 semester units** (*One course in each subarea*)

A1	Oral Communication	3 semester units
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²<https://www.amnh.org/research/center-for-biodiversity-conservation/what-is-biodiversity>

A2	Written Communication I	3 semester units
A3	Critical Thinking and Writing	3 semester units

622 Area A courses develop students' knowledge and understanding of the form, content, context, and
623 effectiveness of communication. Students develop proficiency in listening and communicating in
624 English, examining communication from rhetorical perspectives, and presenting accurate and well-
625 reasoned arguments orally and in writing. Area A courses enhance students' abilities to identify,
626 analyze, criticize, and advocate ideas; to distinguish matters of fact from issues of judgment or
627 opinion; and to reach well-supported factual or judgmental conclusions. All Area A courses must be
628 completed with a grade of C- or better ([CSU General Education Breadth Requirements](#)).

629

630 **A1: Oral Communication**

631 Oral Communication courses cultivate an understanding of the social, psychological, political, and
632 practical significance of communication, with special emphasis on the roles of public communication in
633 a free society. Area A1 courses emphasize the content as well as the form of communication and
634 focus on the communicative process from a rhetorical perspective. Completing Area A1 with a grade
635 of C- or better is a CSU graduation requirement.

636

637 **A. Goals**

638 By researching, developing, and delivering, at minimum, three distinct extemporaneous oral
639 presentations, students will develop their own sense of voice, speaking with confidence in ways
640 that reflect their unique perspectives and identities while respecting the freedom of expression of
641 all members of the community.

642

643 **B. GE Area A1 Learning Outcomes**

644 Upon successful completion of an Area A1 course, students should be able to:

- 645 1. identify and critically evaluate socially significant topics, then compose and deliver oral
646 extemporaneous presentations on these topics;
- 647 2. engage in critical and analytical listening;
- 648 3. analyze audiences and adapt oral presentations to accomplish the purpose of a speech;
- 649 4. create a clear central message that demonstrates an understanding of socially significant
650 issues; and
- 651 5. demonstrate the ethical responsibilities of a public speaker by addressing the economic, legal,
652 and social aspects of topics; and by locating and evaluating sources and integrating research
653 through appropriate citation.

654

655 **C. Content:**

656

- 657 1. Each course shall include at least three faculty-supervised, faculty-evaluated extemporaneous
658 oral presentations by students in the presence of others. In this context, extemporaneous
659 refers to oral presentations that are prepared and practiced, but delivered with few or no notes.
660
- 661 2. Each course shall focus on the communicative process from a rhetorical perspective.
662 Readings, lectures, and discussions introduce students to rhetorical principles (i.e., reasoning,
663 advocacy, organization, and accuracy) and processes of human symbolic interaction.
664
- 665 3. Each course shall include oral assignments and exercises that develop the skills required for
666 major assignments and/or to develop skills in public speaking. Each student will have at least
667 one opportunity to revise and improve a speech following formative feedback from the
668 instructor and peers.
669
- 670 4. Each student shall have some collaborative experience in the social construction of oral

- 671 messages. This may take the form of working with a peer support group, preparing a group
672 presentation, engaging in debate, or participating in a structured individual conference with the
673 instructor.
- 674
- 675 5. Major speech assignments shall have research as a central component, therefore each course
676 shall include instruction and training on library research and other high-quality research
677 materials, e.g. how to discern between and choose sources, how to evaluate and select
678 evidence, and how to synthesize evidence to develop a sound argument for oral presentation.
679
- 680 6. Major speech assignments shall require written, full-sentence outlines or argumentative briefs
681 containing sufficient detail to show the relationships among the points and sub-points of the
682 presentation and the evidence used to support these points.
683
- 684 7. Written assignments shall include appropriate papers, bibliographies, exercises, speech
685 analyses, and/or peer critiques.
686
- 687 8. Each student shall receive extensive feedback on these assignments addressing a full range of
688 rhetorical criteria such as content, organization, language, and delivery.
689

690 **Diversity requirement**

691 Issues of diversity shall be incorporated in an appropriate manner (as described in the Diversity
692 Goals and Content section).
693

694 **Writing requirement**

695 The minimum writing requirement is 1500 words in a language and style appropriate to the
696 discipline.
697

698 **Grade requirements**

699 Grading: A-F. Completing Area A1 with a grade of C- or better is a CSU graduation
700 requirement.
701

702 **Class size**

703 Class sections shall be limited to 25 students. Sections designed for English language learners
704 may be limited to 20 students.
705

706 **Supplementary assistance**

707 Some students may require special or more assistance than the regular class can provide. In such
708 cases, faculty shall refer the student to the appropriate program for special or supplementary
709 assistance.
710

711 **Instructor qualifications**

- 712 1. an understanding and appreciation of general education;
- 713 2. excellence in teaching;
- 714 3. an appropriate terminal degree, or a master's degree with demonstrated knowledge
715 and expertise in the subject matter;
- 716 4. college-level teaching experience or graduate training in the subject matter of the
717 course; and
- 718 5. a professional commitment to the learning needs of a diverse student body.
719

720 Sections designed for English language learners and other multilingual speakers require substantial
721 formal training and experience in teaching speakers of other languages.
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723 Graduate teaching associates shall be allowed to teach a GE class only after training and under close
724 supervision of an expert in the field.

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Area A2: Written Communication I

Written Communication I courses cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing at the university. A grade of C- or better designates that a student has successfully oriented reading and writing practice in English to support college level research and learning and to share learning with others. Area A2 is a prerequisite for Area A3: Critical Thinking. Completion of Area A2 with a grade of C- or better is a CSU graduation requirement.

A. Goals

Students will develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings.

B. GE Area A2 Learning Outcomes

Upon successful completion of an Area A2 course, students should be able to:

1. demonstrate knowledge and understanding of the content, context, effectiveness, and forms of written communication;
2. perform essential steps in the writing process (prewriting, organizing, composing, revising, and editing);
3. articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals;
4. integrate their ideas and those of others by synthesizing, explaining, analyzing, developing, and criticizing ideas effectively in several genres; and
5. demonstrate college-level language use, clarity, and grammatical abilities in writing.

C. Content

Reading for the course will be extensive and intensive, including useful models of writing for academic, general, and specialized audiences. A dictionary, a rhetoric or reader, a handbook, and assigned readings are appropriate materials to require.

Diversity requirement

Issues of diversity shall be incorporated in an appropriate manner (as described in the Diversity Goals and Content section).

Writing requirement

Area A2 courses require a minimum of 8000 words, at least 4000 of which must be in revised final draft form. Writing assignments shall give students repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. How the 8000-word minimum will be met and distributed must be clearly indicated on course syllabi.

Prerequisite

Completion of appropriate placement mechanisms or Reflection on College Writing (Directed Self-Placement)

Grade requirements

Grading: A-F. Completing Area A2 with a grade of C- or better is a CSU graduation requirement.

Class size

Class sections shall be limited to 25 students.

Supplementary assistance

Some students may require special or more assistance than the regular class can provide. In such cases, faculty shall refer the student to the appropriate program for special or supplementary

779 assistance.

780

781 **Instructor qualifications**

782

1. an understanding and appreciation of general education;

783

2. excellence in teaching;

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3. an appropriate terminal degree, or a master's degree with demonstrated knowledge and expertise in the subject matter;

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4. college-level teaching experience or graduate training in the subject matter of the course; and

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5. a professional commitment to the learning needs of a diverse student body.

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

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795 **Area A3: Critical Thinking and Writing**

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Area A3 courses develop students' understanding of the relationship of language to logic. By engaging students in complex issues requiring critical thinking and effective argumentation, A3 courses develop students' abilities to research and analyze important topics and to construct their own arguments on issues that generate meaningful public debate and deliberation. Courses include explicit instruction and practice in inductive and deductive reasoning as well as identification of formal and informal fallacies of language and thought. Completion of Area A2 (Written Communication I) with a minimum grade of C- is a prerequisite for enrollment in Area A3. Completion of Area A3 with a grade of C- or better is a CSU graduation requirement.

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806 **A. Goals**

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Students will develop their abilities to distinguish fact from judgment and belief from knowledge; to articulate elementary inductive and deductive processes; and to recognize common logical errors or fallacies of language and thought. Students will develop the ability to analyze, criticize, and advocate complex ideas; reason inductively and deductively; research and rebut information and arguments; and reach well-supported factual conclusions and judgments.

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813 **B. GE Area A3 Learning Outcomes**

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Upon successful completion of an Area A3 course, students should be able to:

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1. locate, interpret, evaluate, and synthesize evidence in a comprehensive way, including through library research; and integrate research findings into oral and written arguments through appropriate citation and quotation;

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2. use a range of rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view;

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3. identify and critically evaluate the assumptions in and the contexts of arguments; and

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4. use inductive and deductive logic to construct valid, evidence-supported arguments and draw valid conclusions.

823

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824 **C. Content**

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1. **Reading:** Assigned readings represent a broad spectrum of opinions and ideas, writing styles, and cultural experiences. The majority of the reading is devoted to analytical, critical, and argumentative texts. Readings will introduce students to methods of argument analysis that allow them to parse complex arguments and articulate their logical structure, including:

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a. identifying logical structures and common logical fallacies;

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b. recognizing and evaluating assumptions underlying an argument;

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c. drawing and assessing inferences, and recognizing distinctions among assumptions, facts, inferences, and opinions;

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833

d. distinguishing audience, context, and purpose in shaping argumentation strategies; and

834

- 835 e. evaluating rhetorical appeals to understand the role of logic, emotion, and ethos in
836 effective argumentation.
837
- 838 2. **Research:** Area A3 courses include an orientation to the library and basic research strategies
839 needed to complete upper-division coursework, including locating materials, using them
840 effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly.
841
- 842 3. **Writing:** Students write a series of essays informed by research and articulating fully
843 developed arguments about complex issues. Assignments emphasize the skills and activities
844 that produce persuasive arguments and critical essays, including analysis, interpretation, and
845 evaluation. A significant assignment that has research as a central component and which
846 deploys library and other high-quality research materials is required.
847
- 848 4. **Oral Communication:** Students will complete oral assignments such as individual
849 presentations; group presentations; group, team, or dyadic discussions; debates; and similar
850 speaking events. Evaluative comments for these assignments, addressing issues of both
851 content and presentation, must substantively remark on the logic of the argument as well as
852 the presentation's delivery.
853

854 **Diversity requirement**

855 Students will engage in reading, writing, and oral assignments to construct their own arguments
856 on complex issues (such as diversity and ethnicity, class, and social equity) that generate
857 meaningful public debate.
858

859 **Writing requirement**

860 This class requires a minimum of 6000 words, at least 4000 of which must be in revised final draft
861 form. Writing assignments shall give students repeated practice in prewriting, organizing, writing,
862 revising, and editing. Students shall receive frequent evaluations of their writing from the instructor. In
863 keeping with the core goal of A3—understanding the relationship between language and logic—
864 evaluative comments must be substantive, addressing both the logic of the argument and the quality
865 and form of the writing. Comments should encourage and acknowledge student success as well as
866 note problems and suggest ways to improve. How the 6000-word minimum will be met and distributed
867 must be clearly indicated on the course syllabus.
868

869 **Prerequisite**

870 Completion of Area A2: Written Communication I with a grade of C- or better.
871

872 **Grade requirements**

873 Grading: A-F. Completing Area A3 with a grade of C- or better is a CSU graduation requirement.
874

875 **Class size**

876 Class sections shall be limited to 25 students.
877

878 **Supplementary assistance**

879 Some students may require special or more assistance than the regular class can provide. In such
880 cases, faculty shall refer the student to the appropriate program for special or supplementary
881 assistance.
882

883 **Instructor qualifications**

- 884 1. an understanding and appreciation of general education;
885 2. excellence in teaching;
886 3. an appropriate terminal degree, or a master's degree with demonstrated knowledge
887 and expertise in the subject matter;
888 4. college-level teaching experience or graduate training in the subject matter of the
889 course; and

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5. a professional commitment to the learning needs of a diverse student body..

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

896 **Area B: Scientific Inquiry and Quantitative Reasoning**

897 **9 semester units**

898 *One course each in subareas B1, B2, and B4, plus laboratory activity (B3) related to one of the*
899 *completed science courses.*

B1	Physical Science	3 semester units
B2	Life Science	3 semester units
B3	Laboratory Activity	A laboratory course of not more than 1 semester unit value, associated with B1 or B2, is required.
B4	Mathematics/Quantitative Reasoning	3 semester units

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Area B courses focus on scientific inquiry and quantitative reasoning. In science courses (B1-B3), which focus on the physical universe and its life forms, students develop knowledge of scientific theories, concepts, data about both living and non-living systems, as well as potential limits of scientific endeavors and the value systems and ethics associated with human inquiry. Mathematics/Quantitative Reasoning courses (B4) enable students to use numerical and graphical data in personal and professional judgments and in understanding and evaluating public issues. Completion of Area B4 with a grade of C- or better is a CSU graduation requirement.

909 Area B1 and B2 courses that have built-in laboratory activities may qualify for Area B3 credit, if the
910 syllabus clearly distinguishes the laboratory activity from the lecture component. A stand-alone one-
911 unit laboratory activity course should be associated with a B1 or B2 lecture course as either a pre- or
912 co-requisite.

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914 **B1-B3: Physical and Life Sciences**

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In Subareas B1-B3, students develop an understanding of scientific principles and the scientific method, as well as the potential limits of scientific endeavors and the value systems and ethics associated with scientific inquiry.

920 **A. Goals**

921 Physical and life sciences courses develop students' understanding of the scientific method as a
922 continuous and adaptive process of discovery and communication about the physical universe
923 and its life forms. These courses equip students with the quantitative and qualitative methods
924 and skills necessary for understanding and applying scientific theories, concepts, and data about
925 both living and non-living systems.

926

927 **B. GE Area B1-B3 Learning Outcomes**

928 Upon successful completion of an Area B1-B3 course, students should be able to:
929 1. demonstrate knowledge of scientific theories, concepts, and data used in the physical and life
930 sciences;

- 931 2. apply scientific principles and communicate in ways appropriate to the discipline about the
932 process and results of scientific discovery;
933 3. access, critically evaluate, and represent scientific information in various forms and draw
934 appropriate conclusions;
935 4. use methods derived from current scientific inquiry to form evidence-based opinions about
936 science-related matters of personal, public, and ethical concern.
937

938 **Content**

939 Physical Science (B1) courses focus on:

- 940 a. laws of thermodynamics;
941 b. structure of matter;
942 c. interaction of matter and energy;
943 d. behavior of physical systems through time;
944 e. systems of classification; and
945 f. physical processes of the natural environment.
946

947 Life Science (B2) courses focus on:

- 948 a. structures and functions of living organisms;
949 b. levels of organization of living systems, from atom to planet;
950 c. strategies for survival and reproduction;
951 d. patterns of evolution;
952 e. principles of genetics, including the basis for variation; and
953 f. interaction of organisms and their natural environment.
954

955
956 B1 and B2 courses qualifying for B3 courses require lab manuals that are explicitly identified in
957 the course syllabus.
958

959 Laboratory (B3) courses focus on:

- 960 a. experimental methodology and hypothesis testing.
961

962 A lab manual is required in B3 courses.
963

964 **Diversity requirement**

965 Issues of diversity shall be incorporated in an appropriate manner (as described in the
966 Diversity Goals and Content section).
967

968 **Writing requirement**

969 The minimum writing requirement for Areas B1-B3 courses is 1500 words in a language and
970 style appropriate to the discipline.
971

972 **Grade requirements:** Grading: A-F

973 **Instructor qualifications**

- 974 1. an understanding and appreciation of general education;
975 2. excellence in teaching;
976 3. an appropriate terminal degree, or a master's degree with demonstrated knowledge
977 and expertise in the subject matter;
978 4. college-level teaching experience or graduate training in the subject matter of the
979 course; and
980 5. a professional commitment to the learning needs of a diverse student body.
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983 Graduate Teaching Associates shall be allowed to teach a GE class only after training and under
984 close supervision of an expert in the field.

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Area B4: Mathematics/Quantitative Reasoning

Area B4 courses help students understand information requiring quantitative analysis and how to use and analyze quantitative arguments. In addition to traditional mathematics, courses in Area B4 may include computer science, personal finance, statistics or discipline-based mathematics and/or quantitative reasoning. Completion of Area B4 with a minimum grade of C- is a CSU graduation requirement.

A. Goals

Area B4 courses develop students' abilities to reason quantitatively, practice computational skills, and explain and apply mathematical and/or quantitative reasoning concepts to solve problems at the college level.

B. GE Area B4 Learning Outcomes

Upon successful completion of an Area B4 course, students should be able to:

1. use mathematical methods to solve quantitative problems, including those presented in verbal form;
2. interpret and communicate quantitative information using language appropriate to the context and intended audience;
3. reason, model, draw conclusions, and make decisions based on numerical and graphical data; and
4. apply mathematical or quantitative reasoning concepts to solve real life problems.

C. Content

As per [AS-3457-20](#) courses must use quantitative methods and build mathematical models using quantitative information or data that goes significantly beyond the [California Common Core State Standards for Mathematics](#) (CCSSM) for courses required for admission to the California State University. Appendix A of AS-3457-20 provides guidance on appropriate course content.

B4 Mathematics/Quantitative Reasoning courses focus on:

1. basic mathematical techniques for solving quantitative problems appropriate to the course content;
2. elementary numerical computation;
3. the organization, classification, and representation of quantitative data in various forms, such as tables, graphs, rates, percentages, measures of central tendency and spread; and
4. applications of mathematics to everyday life.

Diversity requirement

Issues of diversity may be incorporated in an appropriate manner for quantitative analysis (as described in the Diversity Goals and Content section).

Writing requirement

The minimum writing requirement for Area B4 courses is 500 words in a language and style appropriate to the discipline.

Grade requirement

Grading: A-F. Completing Area B4 with a grade of C- or better is a CSU graduation requirement.

Instructor qualifications

1. an understanding and appreciation of general education;
2. excellence in teaching;
3. an appropriate terminal degree, or a master's degree with demonstrated knowledge

- 1038 and expertise in the subject matter;
 1039 4. college-level teaching experience or graduate training in the subject matter of the
 1040 course; and
 1041 5. a professional commitment to the learning needs of a diverse student body.
 1042

1043 Teaching associates shall be allowed to teach a GE class only after training and under close
 1044 supervision of an expert in the field.
 1045

1046 **Area C: Arts and Humanities**

1047 **9 semester units**

1048 *At least one course completed in each of the 2 subareas, and 3 additional semester units in one of the*
 1049 *subareas.*

C1	Arts: Visual Arts, Architecture, Music, Dance, Theater, and Film	3 semester units
C2	Humanities: Literature, Philosophy, Languages Other Than English	3 semester units
C1 or C2	Arts or Humanities	3 semester units

1050 Across the disciplines in Area C coursework, students cultivate and refine their affective, cognitive,
 1051 and expressive faculties by studying works of the human intellect and imagination. Area C courses
 1052 help students to respond subjectively as well as objectively to aesthetic experiences and to develop an
 1053 understanding of the integrity of both emotional and intellectual responses. In their intellectual and
 1054 subjective considerations, students develop a better understanding of the interrelationship between
 1055 the self and the creative arts and the humanities in a variety of cultures.

1056 **C1 courses** emphasize the integration of history, theory, aesthetics, and criticism. Performance and
 1057 studio classes may be credited toward satisfaction of this subject area if their major emphasis is the
 1058 integration of history, theory, and criticism. Audition-based courses will not be approved for GE.

1059 **C2 courses** encourage students to analyze and appreciate works of philosophical, historical, literary,
 1060 aesthetic, and cultural importance. Students may take courses in languages other than English in
 1061 partial fulfillment of this requirement if the courses do not focus solely on skills acquisition but also
 1062 contain a substantial cultural component. This may include literature, among other content. Theater
 1063 and film courses may be approved if they emphasize historical, literary, or cultural considerations.
 1064 Logic courses may be accepted if the focus is not solely on technique but includes the role of logic in
 1065 humanities disciplines.

1066
 1067 **A. Goals**

1068 Students develop their understanding of the historical and cultural contexts in which works of art
 1069 and humanistic inquiry are created and interpreted. Courses enable students to participate in
 1070 social and cultural communities associated with artistic and humanistic endeavors, thus enriching
 1071 their lives and promoting lifelong appreciation of the humanistic and creative arts.
 1072

1073 **B. GE Area C Learning Outcomes**

1074
 1075 **C1: Upon successful completion of a C1 course, students should be able to:**

- 1076 1. identify aesthetic qualities and processes that characterize works of the human intellect
 1077 and imagination;
- 1078 2. explore and articulate their own subjective aesthetic and intellectual responses to such
 1079 works;
- 1080 3. analyze the role and impact of the creative arts in culture and on the interrelationship of

- 1081 self and community; and
1082 4. research and apply relevant aesthetic criteria and/or artistic conventions in effective
1083 written responses to works of art.

1084
1085 C2: Upon successful completion of a C2 course, students should be able to:

- 1086 1. analyze and understand works of philosophical and humanistic importance, including
1087 their temporal and cultural dimensions;
1088 2. explore and articulate their own subjective aesthetic and intellectual responses to such
1089 texts;
1090 3. analyze and assess ideas of value, meaning, and knowledge, as produced within the
1091 humanistic disciplines; and
1092 4. research and write effective analyses of works of the human intellect and imagination.
1093

1094 **C. Content**

1095
1096 Arts courses shall give students the opportunity to:

- 1097 a. experience various works of art in the classroom and in performances or exhibitions;
1098 b. understand the historical or cultural contexts in which specific works of art were
1099 created; and
1100 c. recognize the accomplishments of and issues related to diverse genders and cultures
1101 reflected in such works of art.
1102

1103 Humanities courses shall give students the opportunity to:

- 1104 a. examine various works of the human intellect and imagination in the form of texts and
1105 theories;
1106 b. understand the historical and cultural contexts in which specific works were created;
1107 and
1108 c. recognize the accomplishments of and issues related to diverse genders and cultures
1109 reflected in such texts.
1110

1111 **Diversity requirement**

1112 Issues of diversity shall be incorporated in an appropriate manner (as described in the Diversity Goals
1113 and Content section).
1114

1115 **Writing requirement**

1116 The minimum writing requirement is 1500 words in a language and style appropriate to the discipline.
1117

1118 **Class size**

1119 C2 course sections shall normally be limited to 40 students. Departments that teach C2 sections with
1120 enrollments of more than 40 students must provide a summary, in the GE section of the Program
1121 Planning Self Study, indicating how practice, feedback, and revisions in writing are addressed in larger
1122 sections.
1123

1124 **American Institutions Requirement**

1125 Area C courses may satisfy American Institutions requirements if they:

- 1126 1. focus on cultural pluralism; and
1127 2. meet the criteria for American Institutions and Core Area C1 and/or C2.
1128

1129 **Instructor qualifications**

- 1130 1. an understanding and appreciation of general education;
1131 2. excellence in teaching;
1132 3. an appropriate terminal degree, or a master's degree with demonstrated knowledge
1133 and expertise in the subject matter;

- 1134 4. college-level teaching experience or graduate training in the subject matter of the
1135 course; and
1136 5. a professional commitment to the learning needs of a diverse student body.
1137

1138 Graduate teaching associates shall be allowed to teach a GE class only after training and under close
1139 supervision of an expert in the field.
1140

1141 **Area D: Social Sciences**

1142 **6 semester units**

1143 *NOTE: The CSU requires students to complete General Education courses in the Social Sciences in*
1144 *at least two different disciplines. Students may meet this requirement by either 1) taking two lower-*
1145 *division Area D courses in different disciplines, or 2) taking two lower-division Area D courses in the*
1146 *same discipline and an Area S upper-division GE course in a different discipline.*

1147 Area D courses increase students' understanding of human behavior and social interaction in the
1148 context of value systems, economic structures, political institutions, social groups, and natural
1149 environments. Through fulfillment of the Area D requirement, students develop an understanding of
1150 problems and issues from different disciplinary perspectives and examine issues in their contemporary
1151 as well as historical settings and in a variety of cultural contexts. Courses that emphasize skills
1152 development and professional preparation are excluded from Area D.
1153

1154 **A. Goals**

1155 Students learn from Area D courses that human behavior is inextricably interwoven with
1156 social, political, and economic institutions. By exploring the principles, methodologies, value
1157 systems, and ethics employed in historical and social scientific inquiry, students come to
1158 appreciate processes of social change and social continuity, the role of human agency in
1159 those social processes, and the forces that engender social cohesion and fragmentation.
1160

1161 **B. GE Area D Learning Outcomes**

1162 Upon successful completion of an Area D course, students should be able to:

- 1163 1. demonstrate understanding of the ways in which social institutions, culture, and
1164 environment shape and are shaped by the behavior of individuals, both past and present;
- 1165 2. compare and contrast the dynamics of two or more social groups or social systems in a
1166 variety of historical and/or cultural contexts
- 1167 3. place contemporary social developments in cultural, environmental, geographical, and/or
1168 historical contexts;
- 1169 4. draw on social/behavioral science information from various perspectives to formulate
1170 applications appropriate to historical and/or contemporary social issues.
1171

1172 **C. Content**

- 1173 1. Courses shall include fundamental skills necessary to the practice of social science.
- 1174 2. Courses shall teach students how to practice social science, not just understand what
1175 social scientists have concluded.
- 1176 3. Course content shall develop students' analytical skills and understanding of social science
1177 in ways that develop the capacity for informed civic engagement.
1178

1179 **Diversity Requirement**

1180 Issues of diversity shall be incorporated in an appropriate manner (as described in the
1181 Diversity Goals and Content section).
1182

1183 **Writing Requirement**

1184 The minimum writing requirement is 1500 words in a language and style appropriate to the
1185 discipline. Departments teaching sections with enrollments of more than 40 students shall

1186 provide a summary, in the GE section of the Program Planning Self Study, indicating how
1187 practice, feedback, and revisions in writing are addressed in larger sections.
1188

1189 **American Institutions Requirement**

1190 Area D courses may meet American Institutions requirements if they:

- 1191 a. focus on cultural pluralism; and
- 1192 b. meet the criteria for American Institutions and Area D.

1193 **Instructor qualifications**

- 1194 1. an understanding and appreciation of general education;
- 1195 2. excellence in teaching;
- 1196 3. an appropriate terminal degree, or a master's degree with demonstrated knowledge
1197 and expertise in the subject matter;
- 1198 4. college-level teaching experience or graduate training in the subject matter of the
1199 course; and
- 1200 5. a professional commitment to the learning needs of a diverse student body.

1201 Graduate teaching associates shall be allowed to teach a GE class only after training and under close
1202 supervision of an expert in the field.
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1206 **Area E: Human Understanding & Development**

1207 **3 semester units**

1208 Area E courses prepare students for lifelong learning and enhance their understanding of the factors
1209 that contribute to overall well-being in college and across the human lifespan. Courses may include
1210 topics such as student success strategies, human behavior, sexuality, nutrition, physical and mental
1211 health, stress management, information literacy, social relationships and relationships with the
1212 environment, and implications of death and dying. Recreational, artistic, and avocational activities may
1213 be included in Area E courses if they are integral to the goals and learning outcomes described below.
1214 It is strongly recommended that students complete an Area E course during their first two semesters
1215 of university study.
1216
1217

1218 **A. Goals**

1219 Area E courses prepare students for lifelong learning as well as addressing challenges confronting
1220 students who are entering the complex social system of the university. Courses help students
1221 understand themselves as integrated physiological, social, and psychological beings capable of
1222 formulating strategies for lifelong personal development.
1223

1224 **B. GE Area E Learning Outcomes**

1225 Upon successful completion of an Area E course, students should be able to:

- 1226 1. describe and analyze the interrelationships among physiological, social/cultural, and
1227 psychological dimensions of human well-being;
- 1228 2. think critically and communicate effectively about ethics and integrity in academic and
1229 non-academic settings;
- 1230 3. reflect upon their own experiences along dimensions of well-being and engage in
1231 activities that promote human wellness across the lifespan; and
- 1232 4. know how to access social and academic resources that enhance learning and facilitate
1233 positive interpersonal relationships with diverse groups and individuals.

1234 **C. Content**

- 1235 1. Courses shall focus on the physiological, social/cultural, and psychological factors that
1236 contribute to human development and that inform an individual's potential, options, and
1237 limitations across the lifespan.
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2. Courses shall develop students' understanding of ethics and integrity in academic and non-academic settings.
 3. Courses shall develop students' university-level learning skills (e.g., critical thinking, information literacy).
 4. Courses shall provide opportunities for students to access university resources and inform and encourage students to participate in the intellectual and social life of the campus community.

1249
1250

Diversity requirement

1251 Courses shall incorporate issues of diversity in an appropriate manner (as described in
1252 the Diversity Goals and Content section).

1253

Writing requirement

1254 The minimum writing requirement is 1500 words in a language and style appropriate to
1255 the discipline.
1256

1257

Instructor qualifications

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1. an understanding and appreciation of general education;
 2. excellence in teaching;
 3. an appropriate terminal degree, or a master's degree with demonstrated knowledge and expertise in the subject matter;
 4. college-level teaching experience or graduate training in the subject matter of the course; and
 5. a professional commitment to the learning needs of a diverse student body.

1266 Graduate teaching associates shall be allowed to teach a GE class only after training and
1267 under close supervision of an expert in the field.
1268

1269

Area F: Ethnic Studies

1270

3 semester units

1271 The Area F requirement is based on the premise that all students graduating from the CSU have an
1272 understanding of race, racism, and social justice history in the United States. As stated in
1273 AB1460/California Education Code 89032 Section 2 Subsection (d): "Commencing with students
1274 graduating in the 2024-25 academic year, the California State University shall require, as an
1275 undergraduate graduation requirement, the completion of, at minimum, one three-unit course in ethnic
1276 studies."

1277
1278 To fulfill this requirement, eligible courses shall have the following prefixes: Native American Studies
1279 (NAS/AIS), African American Studies (AFAM), Asian American Studies (AAS), and Chicanx/Latinx
1280 Studies (CCS). Courses without ethnic studies prefixes may meet this requirement if cross-listed with
1281 a course with an ethnic studies prefix. Currently, San José State has three ethnic studies
1282 programs/departments whose classes meet the Area F requirements, as stated under the AB1460
1283 guidelines: AFAM, AAS, and CCS. To ensure that the AB1460 guidelines are met, any additional
1284 programs that are created with ethnic studies prefixes, must undergo a thorough evaluation process
1285 and be approved by the ethnic studies experts on the General Education Review Panel (GRP).

1286

A. Goals

- 1287
1288
1. Students will acquire the knowledge and skills necessary for comprehending continued sovereignty movements, the racial and ethnic dynamics, and colonial settler and social justice

- 1289 histories of the United States, and the socio-historical origins, processes, and consequences of
1290 racial construction, racialization, and racial oppression in the society in which they live.
1291 2. Students will learn core interdisciplinary and comparative concepts and frameworks in
1292 ethnic studies with a focus on understanding race and ethnicity as they apply to the historically
1293 defined racialized core groups: Native Americans, African Americans, Asian Americans, and
1294 Chicanx/Latinx Americans.
1295 3. Students will gain the skills to better operate as responsible, informed, and constructive
1296 citizens in an evolving multiracial and multicultural democracy.

1297 **B. GE Area F Learning Outcomes**

1298 Upon successful completion of an Area F course, students should be able to discover and critically
1299 evaluate significant topics, then compose and deliver oral and/or media-driven presentations on these
1300 topics as related to the group(s) studied in *this* class. Area F emphasizes comparative concepts and
1301 frameworks in ethnic studies with a focus on historically defined racialized core groups: Native
1302 Americans, African Americans, Asian Americans, and Chicanx/Latinx Americans.

1303 Approved courses shall meet at *least three of the five* following student learning outcomes:

- 1305 1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-
1306 centricism, eurocentricism, white supremacy, self-determination, liberation, decolonization,
1307 sovereignty, imperialism, settler colonialism, and anti-racism.
- 1308 2. Apply ethnic studies theory and knowledge to describe and actively engage with anti-racist and
1309 anti-colonial issues and the practices and movements that have and continue to facilitate the
1310 building of a more just and equitable society.
- 1311 3. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality,
1312 religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty,
1313 language, and/or age.
- 1314 4. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation are
1315 relevant to current and structural issues such as communal, national, international, and
1316 transnational politics as, for example, in immigration, reparations, settler-colonialism,
1317 multiculturalism, language policies.
- 1318 5. Describe and actively engage with anti-racist and anti-colonial issues and the practices and
1319 movements that have contributed to the building of a more just and equitable society.

1320 **C. Content:**

- 1321 1. Courses shall establish foundational knowledge appropriate to the area of study and focus on
1322 critically analyzing the socio-historical origins, processes, and consequences of dominance
1323 and subordination in regards to race, ethnicity, patriarchy, power, and social stratification.
- 1324 2. Courses shall be inclusive of interdisciplinary and intersectional theories and methods by
1325 incorporating social science and humanistic scholarly approaches in its course materials.
- 1326 3. Courses shall include readings, lectures, relevant media, creative works, and facilitate
1327 discussions which introduce students to core and new interdisciplinary and comparative
1328 concepts and frameworks in ethnic studies.
- 1329 4. Each course shall include written and oral assignments and in-class exercises that develop the
1330 skills necessary for critiquing a range of literature including: a critique of dominant narratives,
1331 interpreting historical documents, and drawing logical conclusions related to ethnic studies
1332 content.
- 1333 5. Courses shall incorporate materials and assignments that include cultural and creative
1334 expression that will allow students to develop research, analytical, and critical thinking skills.
- 1335 6. Courses shall incorporate applied knowledge and practical application through creative and/or
1336 media-driven assignments that illustrate value to the community at large.

1337 **Diversity requirement**

1338 Issues of diversity shall be incorporated in an appropriate manner (as described in the
1339 Diversity Goals and Content section).

1340 **Writing requirement**

1341 The minimum writing requirement is 1500 words in a language and style appropriate to the
1342 discipline.

1343 **Class size**

1344 Courses shall be limited to 40 students.

1345 **Supplementary assistance**

1346 Some students may require special or more assistance than the regular class can provide. In
1347 such cases, faculty shall refer the student to the appropriate program for special or
1348 supplementary assistance.

1349 **Instructor qualifications**

- 1350 1. A thorough understanding of the Area F general education requirements and its
1351 implementation;
- 1352 2. excellence in teaching;
- 1353 3. an appropriate terminal degree, or master's degree with demonstrated knowledge and
1354 expertise in ethnic studies or related fields such as: Native American Studies (NAS/AIS),
1355 African American Studies (AFAM), Asian American Studies (AAS), and Chicana/Latina Studies
1356 (CCS);
- 1357 4. university-level teaching experience or graduate training that demonstrates qualifications to
1358 teach in one of the ethnic studies areas (NAS/AIS, AFAM, AAS, CCS);
- 1359 5. a professional commitment to the learning needs of a diverse student body.

1360 Graduate teaching associates shall be allowed to teach a GE class only after training and under the
1361 close supervision of an expert in the field.

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SJSU Studies (Upper-Division GE)

Integrated Knowledge of an Educated Person

SJSU Studies courses help students integrate knowledge between and among disciplines. An educated person is able to apply concepts and methods learned in one area to other areas as part of a lifelong learning process. SJSU Studies courses develop abilities that enable students to live and work intelligently, responsibly, and cooperatively in multicultural societies and to develop abilities to address complex issues and problems using analytical skills and creative techniques.

The three SJSU Studies categories—Areas R, S, and V—meet CSU requirements for 9 units of upper-division courses in GE Areas B, C and D. Students must complete all Core GE requirements (lower-level requirements in Areas A-F) prior to enrolling in SJSU Studies courses. Upper-division standing is required, and completion of, or co-registration in, a 100W is strongly recommended.

Area R: Earth, Environment, and Sustainability (Upper Division B)

1381 Area R courses apply the scientific method and quantitative reasoning to engage in ethical, civic-
1382 minded inquiry around sustaining the earth, its environments and its inhabitants.
1383

1384 **A. Goals**

1385 In Area R courses, students apply knowledge of scientific theories and concepts as well as
1386 quantitative reasoning to explore the relationship between humans and the natural environment.
1387 Students achieve an understanding of the role that science plays in addressing complex issues, as
1388 well as the potential limits of scientific endeavors and the value systems and ethics associated with
1389 scientific inquiry.
1390

1391 **B. GE Area R Learning Outcomes**

1392 Upon successful completion of an Area R course, students should be able to:

- 1393 1. apply scientific principles and the scientific method to answer questions about earth,
1394 the environment, and sustainability while recognizing the limits of both the method and
1395 principles;
- 1396 2. apply mathematical or quantitative reasoning concepts to the analysis and generation
1397 of solutions to issues of earth, the environment, and sustainability;
- 1398 3. communicate a scientific finding, assertion, or theory to a general audience with the
1399 integrity and rigor of the underlying science; and
- 1400 4. explain ethical, social, and civic dimensions of scientific inquiry.
1401

1402 **C. Content**

- 1403 1. Courses shall focus on issues or present perspectives from different academic
1404 disciplines and include an integrative assignment appropriate to the course content.
- 1405 2. Courses shall require students to apply basic skills (reading, writing, speaking, critical
1406 thinking, research, and mathematics/quantitative reasoning) gained in Core General Education
1407 courses.
- 1408 3. Assignments must utilize library research and oral and written communication skills.
- 1409 4. Courses shall promote reflective processes and critical analysis of the civic relevance
1410 and ethical dimensions of course topics.
- 1411 5. Materials must include primary sources appropriate to the disciplinary approaches used
1412 in the course (Examples are, but not limited to, original creative works, scholarly journal
1413 articles, interviews, oral histories, historical documents, etc.).
1414

1415 **Writing requirement**

1416 The minimum writing requirement is 3,000 words in a language and style appropriate to the
1417 discipline. Written assignments should give students practice and feedback throughout the
1418 semester. Evaluative comments must be substantive, addressing the quality and form of
1419 writing. A single final term paper would not satisfy the requirement.
1420

1421 **Diversity requirement**

1422 Issues of diversity shall be incorporated in an appropriate manner (as described in the
1423 Diversity Goals and Content section).
1424

1425 **Class size**

1426 Area R course sections shall normally be limited to 40 students. Departments that teach Area
1427 R sections with enrollments of more than 40 students must provide a summary, in the GE
1428 section of the Program Planning Study, indicating how practice, feedback, and revisions in
1429 writing are addressed in larger sections.
1430

1431 **Instructor qualifications**

- 1432 1. an understanding and appreciation of general education;
- 1433 2. excellence in teaching;
- 1434 3. an appropriate terminal degree, or a master's degree with demonstrated knowledge
1435 and expertise in the subject matter;

- 1436 4. college-level teaching experience or graduate training in the subject matter of the
1437 course; and
1438 5. a professional commitment to the learning needs of a diverse student body.
1439

1440 Teaching associates shall be allowed to teach a GE class only after training and under close
1441 supervision of an expert in the field.
1442

Area S: Self, Society, and Equality in the U.S. (Upper Division D)

1443 In Area S courses, students study the interrelationships of individuals, racial groups, and cultural
1444 groups to understand and appreciate issues of diversity, inclusion, inequalities, and justice in the
1445 United States. By exploring different perspectives and helping students articulate and discuss their
1446 own values, Area S courses prepare students to live and work responsibly and cooperatively in a
1447 multicultural society.
1448
1449

A. Goals

1450 In Area S courses, students study the interrelationships of individuals, racial groups, and cultural
1451 groups to understand and appreciate issues of equality, structured inequality and justice in the
1452 United States. By exploring different perspectives and helping students articulate and discuss their
1453 own values, Area S courses prepare students to live and work responsibly and cooperatively in a
1454 multicultural society.
1455
1456

B. GE Area S Learning Outcomes

1457 Upon successful completion of an Area S course, students should be able to:

- 1458 1. describe how identities are shaped by cultural and societal influences within contexts of
1459 equality and inequality. Examples include, but are not limited to, race, ethnicity, gender identity,
1460 gender expression, sexual orientation, religion, disability status, age, generation, regional
1461 origin, national identity, language, intersectionalities
1462 2. analyze historical, economic, political, or social processes that shape diversity, equality, and
1463 structured inequalities in the U.S. and reflect on one's own identities and positions within these
1464 structures;
1465 3. evaluate social actions which have or have not led to greater equality and social justice in the
1466 U.S.; and
1467 4. engage in constructive interactions about social issues in the U.S. within the framework of
1468 equality and inequalities.
1469
1470
1471

C. Content

- 1472 1. Courses shall focus on issues or present perspectives from more than one academic
1473 discipline and include an integrative assignment appropriate to the course content.
1474 2. Courses shall require students to build on basic skills (reading, writing, speaking,
1475 critical thinking, research, and mathematics/quantitative reasoning) and knowledge gained in
1476 Core General Education courses.
1477 3. Courses shall promote reflective processes and critical analysis of the civic relevance
1478 and ethical dimensions of course topics.
1479 4. Course materials (readings, research) must include primary sources appropriate to the
1480 disciplinary perspectives employed in the course (Examples are, but not limited to, original
1481 creative works, scholarly journal articles, interviews, oral histories, historical documents, etc.)
1482
1483

Writing requirement

1484 The minimum writing requirement is 3,000 words in a language and style appropriate to the
1485 discipline. Written assignments should give students practice and feedback throughout the
1486 semester. Evaluative comments must be substantive, addressing the quality and form of
1487 writing. A single final term paper would not satisfy the requirement.
1488
1489

Diversity requirement

1490

1491 Issues of diversity shall be incorporated in an appropriate manner (as described in the
1492 Diversity Goals and Content section).

1493
1494 **Class size**

1495 Area S course sections shall normally be limited to 40 students. Departments teaching
1496 sections with enrollments of more than 40 students must provide a summary, in the GE section
1497 of the Program Planning Study, indicating how practice, feedback, and revisions in writing are
1498 addressed in larger sections.

1499
1500 **Instructor qualifications**

- 1501 1. an understanding and appreciation of general education;
1502 2. excellence in teaching;
1503 3. an appropriate terminal degree, or a master's degree with demonstrated knowledge
1504 and expertise in the subject matter;
1505 4. college-level teaching experience or graduate training in the subject matter of the
1506 course; and
1507 5. a professional commitment to the learning needs of a diverse student body.

1508
1509 Teaching associates shall be allowed to teach a GE class only after training and under close
1510 supervision of an expert in the field.

1511
1512 **Area V: Cultures and Global Understanding (Upper Division C)**

1513
1514 Courses in Cultures and Global Understanding examine multiple aspects of human expression in
1515 cultures and societies outside the United States. By reflecting on how traditions of cultures outside the
1516 United States have influenced the United States' cultures and societies, students deepen their
1517 understanding of various cultures.

1518
1519 **A. Goals**

1520 Courses in Cultures and Global Understanding examine multiple aspects of human expression in
1521 cultures and societies outside the United States, including how such cultures develop and influence
1522 one another as well as U.S. cultures and societies. Upper division courses that teach advanced
1523 foreign language and culture are eligible for this category.

1524
1525
1526 **B. GE Area V Learning Outcomes**

1527 Upon successful completion of an Area V course, students should be able to:

- 1528 1. Analyze historical, social, and/or cultural significance of creative works of human expression
1529 (examples include, but are not limited to, written works, images, media, music, dance,
1530 technologies, designs), from at least one cultural tradition outside the United States;
1531 2. Examine how creative works of human expression [as defined in #1] outside the United
1532 States have influenced the United States' cultures;
1533 3. Explain how a culture outside the U.S. has changed in response to internal and external
1534 influences;
1535 4. Appraise how the study of creative works of human expression from outside the United
1536 States shapes one's own understanding of cultural experiences and practices.

1537
1538 **C. Content**

- 1539 1. Courses shall address significant achievements of the human intellect and imagination in a
1540 comparative context.
1541 2. Courses shall focus on issues or present perspectives from more than one academic
1542 discipline, and include an integrative assignment appropriate to the course content.

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3. Courses shall require students to apply basic skills (reading, writing, speaking, critical thinking, research, and mathematics/quantitative reasoning) gained in Core General Education courses.
 4. Courses shall promote reflective processes and critical analysis of course materials and topics.
 5. Course materials (readings, research) shall include primary sources appropriate to the disciplinary approaches used in the course (Examples are, but not limited too, original creative works, scholarly journal articles, interviews, oral histories, historical documents, etc.).

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1554

Writing requirement

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1558

The minimum writing requirement is 3,000 words in a language and style appropriate to the discipline. Written assignments should give students practice and feedback throughout the semester. Evaluative comments must be substantive, addressing the quality and form of writing. A single final term paper would not satisfy the requirement.

1559

Diversity requirement

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1562

Issues of diversity shall be incorporated in an appropriate manner (as described in the Diversity Goals and Content section).

1563

Class size

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Area V course sections shall normally be limited to 40 students. Departments teaching Area V sections with enrollments exceeding 40 students must provide a summary, in the GE section of the Program Planning Study, indicating how practice, feedback, and revisions in writing are addressed.

1569

Instructor qualifications

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1. an understanding and appreciation of general education;
 2. excellence in teaching;
 3. an appropriate terminal degree, or a master's degree with demonstrated knowledge and expertise in the subject matter;
 4. college-level teaching experience or graduate training in the subject matter of the course; and
 5. a professional commitment to the learning needs of a diverse student body.

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

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1581

Graduation Course Requirements (Not General Education)

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In addition to the General Education Program courses described herein, students must fulfill additional course requirements for the baccalaureate degree at San José State University. These include completion of an approved major program of study, an SJSU-specific physical education requirement, and two CSU-mandated graduation requirements: American Institutions Requirements, Writing in the Disciplines, and Physical Education.

1588

American Institutions Requirement

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The American Institutions (AI) requirement is based on the premise that any student graduating from the CSU should have an understanding of the history and governmental institutions of the United States and the State of California. This requirement, which was put in place by the State of California, is laid out in California State University [Executive Order 1061](#). The original mandate appears in the State Education Code Title 5, Section 40404.

1596 **A. Goals**

1597

1598 Courses in American Institutions should meet one or more of the following requirements: U.S. History,
1599 U.S. Constitution, and California Government. Students enrolled in these courses should develop civic
1600 skills, interests, and values through exposure to diverse perspectives on the historical events and
1601 political processes that have shaped the social, economic, and political systems in which they live.

1602 Students should be able to apply their values, skills, and knowledge of the historical development of
1603 the United States, American institutions and ideals, and the processes of state and local government
1604 to multicultural, community, and environmental interests.

1605 Courses that meet American Institutions requirements fall into three areas, as specified in Title 5:

1606

- 1607 1. The historical development of American institutions and ideals (**Area US1**);
- 1608 2. The Constitution of the United States and the operation of representative democratic
1609 government under that Constitution (**Area US2**); and
- 1610 3. The process of California state and local government (**Area US3**).

1611

1612 **B. Area Learning Outcomes:**

1613 **ALO 1 (US1)**

1614 To fulfill the requirements for U.S. History, students should be able to explain and evaluate the
1615 principal events, developments, and ideas covering a minimum time span of approximately one
1616 hundred years in all the territories now in the United States (including external regions and powers as
1617 appropriate).

1618 As students explore the historical development of the United States, they should be able to evaluate
1619 and synthesize different positions, support analysis with relevant evidence, and create evidence-
1620 based interpretations of:

1621 A. major subtopics in United States history, such as Native Americans and their
1622 interactions with the U.S. government; slavery and its legacies; the foundational ideals of the
1623 American Republic; colonization and territorial expansion; economic development; political
1624 reform and reaction; immigration to the United States and the experiences of immigrants;
1625 foreign relations; wars and conflicts; movements including religious, labor, civil rights, feminist,
1626 and environmental.

1627 B. multiple perspectives related to, for example, diverse cultures, communities, and
1628 environments; age, gender, and sexuality; the history and experience of racial, ethnic, and
1629 religious minorities; the experiences of people with disabilities; and patterns of race and class
1630 relations.

1631 **ALO 2 (US2)**

1632 To fulfill the requirements for U.S. Constitution, students should be able to explain how political
1633 decisions are made, what the consequences of such decisions are for individuals and society, and
1634 how individuals and groups may affect the decision-making process.

1635 As students explore the meaning and content of the democratic process as it has evolved in the
1636 United States, at a minimum they should be able to evaluate:

1637 A. the foundations of the political system, including the evolution of the U.S. Constitution,
1638 political culture, separation of powers, federalism, and relations among various levels of
1639 government. Students will also analyze the evolving institutions of government, including a

- 1640 study of the powers of the President, Congress, and the Judiciary as well as the bureaucracy.
1641 B. the links between the people and the political system of the United States, including
1642 voting and other forms of participation, as well as other content areas such as tribal
1643 governments, political parties, interest/lobbying groups, and public opinion and socialization.
1644 Students should also analyze the rights and obligations of citizens, which may include the
1645 tension between various freedoms of expression, including issues related to censorship and
1646 freedom of speech, due process, and the maintenance of order.
1647 C. connections to issues of justice/injustice, including the efforts to end racial, gender, and
1648 other forms of discriminatory practices in both the public and private sectors.

1649 **ALO3 (US3)**

1650 To fulfill the requirements for California Government, students should be able to explain how political
1651 decisions are made at the state and local level taking into account the diverse cultures, communities,
1652 and environments of California, including the impact of demographic changes on the history and
1653 politics of the state and the nation.

1654 As students explore the operations of government at the state level, they should be able to evaluate:

- 1655 A. the foundations of the California political system, the similarities and differences
1656 between the California and U.S. Constitutions, and the relationship between state and local
1657 government in California.
1658 B. the evolving relationships of state and local government with the federal government,
1659 such as the relationship with tribal governments; the generation and resolution of conflicts; the
1660 establishment of cooperative processes under the constitutions of both the state and nation;
1661 and the political processes involved.

1662 **C. Content**

1663 **American Institutions courses that meet General Education Requirements**

1664 San José State permits designated courses that fulfill the AI requirement to satisfy General
1665 Education breadth requirements in Areas C: Arts and/or Humanities, D: Social Sciences S:
1666 Self, Society and Equality in the U.S., and V: Cultures and Global Understanding. In addition to
1667 meeting the above content requirements, proposals for such courses must include:

- 1668 1. clear evidence that student learning outcomes specific to the block or GE Requirement
1669 are being taught and assessed; and
1670 2. course content in outline that demonstrates adequate time devoted to teaching and
1671 assessing American Institutions outcomes.
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1674 **Writing in the Disciplines (Formerly Area Z)**

1675 Writing in the Disciplines (WID) courses develop students' abilities to communicate effectively
1676 in their major course of study and in their careers. With an emphasis on critical thinking, these
1677 upper-division core courses advance students' understanding of the genres, audiences, and
1678 purposes of college writing while preparing them for successful communication in their chosen
1679 professions.
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1681 **A. Goals**

1682 Students will develop advanced proficiency in college-level writing and appropriate
1683 contemporary research strategies and methodologies to communicate effectively to both
1684 specialized and general audiences. Writing in the Disciplines should reinforce and advance the
1685 abilities developed in Written Communication I (A2) and Critical Thinking and Writing (A3)

1686 courses, and broaden and deepen these to include mastery of the discourse particular to the
1687 discipline(s) in which the course is taught. A minimum grade of C (not including C-) meets this
1688 CSU graduation requirement.
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B. Writing in the Disciplines Learning Outcomes

1691 Upon successful completion of a Writing in the Disciplines course, students should be able to:

- 1692 1. explain, analyze, develop, and critique ideas effectively, including ideas encountered in
1693 multiple readings and expressed in different forms of discourse;
- 1694 2. organize and develop complete discipline-specific texts and other documents for both
1695 professional and general audiences, using appropriate editorial and citation standards;
1696 and
- 1697 3. locate, organize, and synthesize information effectively to accomplish a specific purpose,
1698 and to communicate that purpose in writing;
- 1699 4. produce discipline-specific written work that demonstrates upper-division proficiency in
1700 language use, grammar, and clarity of expression.
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C. Content

- 1703 1. Writing in the Disciplines courses are discipline-specific. All courses will use language
1704 and forms of writing appropriate to the discipline.
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- 1706 2. Writing assignments shall total a minimum of 8000 words assigned throughout the
1707 semester, at least 4000 of which must be in revised final draft form. How the 8000-word
1708 minimum will be met and distributed must be clearly indicated on course syllabi.
- 1709 3. Courses shall give students repeated practice in all phases of the writing process:
1710 prewriting, organizing, writing, revising, and editing.
- 1711 4. Courses shall provide opportunities for students to revise drafts based on feedback from
1712 the course instructor. A single final term paper does not satisfy the requirement.
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Course prerequisites

- 1714 1. Completion of Core GE
- 1715 2. Declaration of major in the appropriate discipline
- 1716 3. At least 60 earned semester units
- 1717 4. Completion of appropriate placement mechanisms.
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Diversity requirement

1720 Issues of diversity shall be incorporated in an appropriate manner.
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Class size

1723 Writing in the Disciplines course sections should be limited to 25 students. Departments
1724 teaching Writing in the Disciplines sections with enrollments exceeding 25 students must
1725 provide a summary, in the GE section of the Program Planning Study, indicating how practice,
1726 feedback, and revisions in writing are addressed.
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Instructor qualifications

- 1729 1. excellence in teaching;
- 1730 2. an appropriate terminal degree, or a master's degree with demonstrated knowledge and
1731 expertise in the subject matter;
- 1732 3. college-level teaching experience or graduate training in the subject matter of the course;
1733 and
- 1734 4. a professional commitment to the learning needs of a diverse student body.
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Supplementary assistance

1738 Some students may require special or more assistance than the regular class can provide. In
1739 such cases, faculty shall refer the student to the appropriate program for special or
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supplementary assistance.

Physical Education Requirement

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SJSU's physical education graduation requirement reflects the conviction that educating the whole student, both mind and body, is critical. This two-unit requirement is designed to enhance learning and student success while laying a foundation for lifelong health and well-being. Students may satisfy this requirement by taking two distinct 1-unit activity courses or by taking a single activity course of two or more units.

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Goals

The PE requirement promotes development of a repertoire of skills for constructive leisure activity and a physically active lifestyle important to maintaining health. By expanding students' knowledge and skills in physical activities, the PE requirement aims to develop habits of mind and body that will support students' health and well-being across the life-span.

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Student learning

Upon successful completion of the PE requirement, students should be able to:

1. Demonstrate understanding of the influence physical activity has on physical and mental well-being; and
2. develop a repertoire of skills for constructive leisure activity and a physically active lifestyle important to maintaining health and well-being.

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Approved Exceptions and Substitutions

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1. **Students in majors that have been granted exceptions to this requirement.** A current list of such exceptions is published on the Major Exceptions and Modifications for GE and SJSU Studies page in the SJSU Catalog.
2. **Transfer students in specified majors.** A current list of such exceptions is published on the Major Exceptions and Modifications for GE and SJSU Studies page in the SJSU Catalog.
3. Two units of **Intercollegiate Athletics** may be used to satisfy the PE requirement.
4. Students who complete the **ROTC program** at SJSU are exempt from the PE requirement.
5. **Veterans who have completed at least one year of active duty in the armed services** (Army, Navy, Air Force, Marines, Coast Guard or Space Force) have satisfied the physical education requirement (Credit for Military Training in Non-Collegiate Settings section).

Appendix A - Mapping of GE ALOs to GE PLOs

The mapping shows how each GE area contributes the GE Program Learning Outcomes. For any given assessment cycle a subset of courses will submit assessment data.

	PLO1 Oral Communi- cation	PLO2 Written Communi- cation	PLO3 Critical Thinking	PLO4 Quantitative Reasoning	PLO5 Information Literacy	PLO6 Diversity, Inclusion & Justice	PLO7 Civic & Global Engagement	PLO8 Integration & Application	PLO9 Reflection & Self Assessment
Area A1	X		X		X	X		X	
Area A2		X	X					X	
Area A3		X	X		X				
Area B1		X	X		X			X	
Area B2		X	X		X			X	
Area B3		X	X		X			X	
Area B4	X	X	X	X				X	
Area C1		X	X		X	X		X	X
Area C2		X	X		X	X		X	X
Area D			X			X	X		
Area E		X	X		X	X			X
Area F			X			X	X	X	
Area R		X	X	X	X		X	X	
Area S	X		X			X		X	X
Area V			X		X		X	X	X
WITD			X		X				
American Institutions			X			X	X		X

Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits. Goal 1 has five learning outcomes (PLOs 1-5):

PLO 1. [Oral Communication] Create and deliver logically-organized, well-supported, and compelling messages both in presentation and in conversation for specific audiences and diverse settings.

A1 GEALO 1	identify and critically evaluate socially significant topics, then compose and deliver oral extemporaneous presentations on these topics;
A1 GEALO 2	engage in critical and analytical listening;
A1 GEALO 3	analyze audiences and adapt oral presentations to accomplish the purpose of a speech;
A1 GEALO 4	create a clear central message that demonstrates an understanding of socially significant issues;
A1 GEALO 5	demonstrate the ethical responsibilities of a public speaker by addressing the economic, legal, and social aspects of topics; and by locating and evaluating sources and integrating research through appropriate citation
B4 GEALO 1	use mathematical methods to solve quantitative problems, including those presented in verbal form;
S GEALO 4	engage in constructive interactions about social issues in the U.S. within the framework of equality and inequalities.

PLO 2. [Written Communication] Develop and practice a writing process that accounts for the goals, dynamics, and genres of written communication, with special attention to the conventions of writing at the university.

A2 GEALO 1	demonstrate knowledge and understanding of the content, context, effectiveness, and form of written communication;
A2 GEALO 2	perform essential steps in the writing process (prewriting, organizing, composing, revising, and editing);
A2 GEALO 3	articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals;
A2 GEALO 4	integrate their ideas and those of others by synthesizing, explaining, analyzing, developing, and criticizing ideas effectively in several genres;
A2 GEALO 5	demonstrate college-level language use, clarity, and grammatical abilities in writing
A3 GEALO 2	use a range of rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view;
B1-B3 GEALO 2	apply scientific principles and communicate in ways appropriate to the discipline about the process and results of scientific discovery;
B4 GEALO 2	interpret and communicate quantitative information using language appropriate to the context and intended audience;
C1 GEALO 2	explore and articulate their own subjective aesthetic and intellectual responses to such works;
C1 GEALO 4	research and apply relevant aesthetic criteria and/or artistic conventions in effective written responses to works of art
C2 GEALO 2	explore and articulate their own subjective aesthetic and intellectual responses to such texts;
C2 GEALO 4	research and write effective analyses of works of the human intellect and imagination
E GEALO 2	think critically and communicate effectively about ethics and integrity in academic and non-academic settings;
R GEALO 3	communicate a scientific finding, assertion, or theory to a general audience with the integrity and rigor of the underlying science;
WITD	explain, analyze, develop, and critique ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse;

	WITD	organize and develop complete discipline-specific texts and other documents for both professional and general audiences, using appropriate editorial and citation standards;
	WITD	locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing;
	WITD	produce discipline-specific written work that demonstrates upper-division proficiency in language use, grammar, and clarity of expression
PLO 3. [Critical Thinking] Identify and analyze a subject/topic/issue/problem of significance by evaluating the merits of different positions or perspectives; support the analysis with relevant evidence and information while stating assumptions; and draw evidence-based conclusions.		
	A1 GEALO 1	identify and critically evaluate socially significant topics, then compose and deliver oral extemporaneous presentations on these topics;
	A1 GEALO 2	engage in critical and analytical listening;
	A1 GEALO 3	analyze audiences and adapt oral presentations to accomplish the purpose of a speech;
	A2 GEALO 4	integrate their ideas and those of others by synthesizing, explaining, analyzing, developing, and criticizing ideas effectively in several genres;
	A3 GEALO 1	locate, interpret, evaluate, and synthesize evidence in a comprehensive way, including through library research; and integrate research findings into oral and written arguments through appropriate citation and quotation;
	A3 GEALO 2	use a range of rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view;
	A3 GEALO 3	identify and critically evaluate the assumptions in and the contexts of arguments;
	A3 GEALO 4	use inductive and deductive logic to construct valid, evidence-supported arguments and draw valid conclusions
	B1-B3 GEALO 1	demonstrate knowledge of scientific theories, concepts, and data used in the physical and life sciences;
	B1-B3 GEALO 2	apply scientific principles and communicate in ways appropriate to the discipline about the process and results of scientific discovery;
	B1-B3 GEALO 3	access, critically evaluate, and represent scientific information in various forms and draw appropriate conclusions;
	B1-B3 GEALO 4	use methods derived from current scientific inquiry to form evidence-based opinions about science-related matters of personal, public, and ethical concern
	B4 GEALO 3	reason, model, draw conclusions, and make decisions based on numerical and graphical data;
	C1 GEALO 1	identify aesthetic qualities and processes that characterize works of the human intellect and imagination;
	C1 GEALO 3	analyze the role and impact of the creative arts in culture and on the interrelationship of self and community;
	C1 GEALO 4	research and apply relevant aesthetic criteria and/or artistic conventions in effective written responses to works of art
	C2 GEALO 1	analyze and understand works of philosophical and humanistic importance, including their temporal and cultural dimensions;
	C2 GEALO 3	analyze and assess ideas of value, meaning, and knowledge, as produced within the humanistic disciplines;
	C2 GEALO 4	research and write effective analyses of works of the human intellect and imagination
	D GEALO 2	compare and contrast the dynamics of two or more social groups or social systems in a variety of historical and/or cultural contexts
	D GEALO 4	draw on social/behavioral science information from various perspectives to formulate applications appropriate to historical and/or contemporary social issues
	E GEALO 1	describe and analyze the interrelationships among physiological, social/cultural, and psychological dimensions of human well-being;

E GEALO 2	think critically and communicate effectively about ethics and integrity in academic and non-academic settings;
F GEALO 1	analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism.
F GEALO 2	apply ethnic studies theory and knowledge to describe and actively engage with anti-racist and anti-colonial issues and the practices and movements that have and continue to facilitate the building of a more just and equitable society.
F GEALO 3	critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age.
F GEALO 4	critically review how struggle, resistance, racial and social justice, solidarity, and liberation are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.
R GEALO 1	apply scientific principles and the scientific method to answer questions about earth, the environment, and sustainability while recognizing the limits of both the method and principles;
R GEALO 3	communicate a scientific finding, assertion, or theory to a general audience with the integrity and rigor of the underlying science;
R GEALO 4	explain ethical, social, and civic dimensions of scientific inquiry
S GEALO 1	describe how identities are shaped by cultural and societal influences within contexts of equality and inequality;
S GEALO 2	analyze historical, economic, political, or social processes that shape diversity, equality, and structured inequalities in the U.S. and reflect on one's own identities and positions within these structures;
S GEALO 3	evaluate social actions which have or have not led to greater equality and social justice in the U.S.;
V GEALO 1	analyze historical, social, and/or cultural significance of creative works of human expression (examples include, but are not limited to, written works, images, media, music, dance, technologies, designs), from at least one cultural tradition outside the United States;
V GEALO 2	examine how creative works of human expression [as defined in #1] outside the United States have influenced the United States' cultures
V GEALO 3	explain how a culture outside the U.S. has changed in response to internal and external influences;
WITD 1	explain, analyze, develop, and critique ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse;
PLO 4. [Quantitative Reasoning] Analyze, interpret and represent quantitative information in various forms to examine a question; explain the processes behind data collection and generation; and communicate evidence in support of an argument or purpose while stating assumptions, limitations, and biases, and drawing appropriate conclusions.	
B4 GEALO 1	use mathematical methods to solve quantitative problems, including those presented in verbal form;
B4 GEALO 2	interpret and communicate quantitative information using language appropriate to the context and intended audience;
B4 GEALO 3	reason, model, draw conclusions, and make decisions based on numerical and graphical data;
B4 GEALO 4	apply mathematical or quantitative reasoning concepts to solve real life problems

R GEALO 2	apply mathematical or quantitative reasoning concepts to the analysis and generation of solutions to issues of earth, the environment, and sustainability;
PLO 5. [Information Literacy] Identify information needs, locate and access relevant and credible information while accounting for bias, and use information legally and ethically.	
A1 GEALO 5	demonstrate the ethical responsibilities of a public speaker by addressing the economic, legal, and social aspects of topics; and by locating and evaluating sources and integrating research through appropriate citation.
A3 GEALO 1	locate, interpret, evaluate, and synthesize evidence in a comprehensive way, including through library research; and integrate research findings into oral and written arguments through appropriate citation and quotation;
A3 GEALO 3	access, critically evaluate, and represent scientific information in various forms and draw appropriate conclusions;
B1-B3 GEALO 3	reason, model, draw conclusions, and make decisions based on numerical and graphical data;
C1 GEALO 4	research and apply relevant aesthetic criteria and/or artistic conventions in effective written responses to works of art.
C2 GEALO 4	research and write effective analyses of works of the human intellect and imagination.
E GEALO 2	think critically and communicate effectively about ethics and integrity in academic and non-academic settings;
E GEALO 4	know how to access social and academic resources that enhance learning and facilitate positive interpersonal relationships with diverse groups and individuals.
R GEALO 1	apply scientific principles and the scientific method to answer questions about earth, the environment, and sustainability while recognizing the limits of both the method and principles;
V GEALO 1	analyze historical, social, and/or cultural significance of creative works of human expression (examples include, but are not limited to, written works, images, media, music, dance, technologies, designs), from at least one cultural tradition outside the United States;
WITD 2	organize and develop complete discipline-specific texts and other documents for both professional and general audiences, using appropriate editorial and citation standards;
WITD 3	locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing;
Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment. Goal 2 has two learning outcomes (PLOs 6 and 7):	
PLO 6. [Diversity, inclusion, and justice] Examine diverse cultures, communities, and environments; explore different perspectives; analyze connections to issues of justice/injustice; and prepare to live and work responsibly and cooperatively in multicultural societies.	
A1 GEALO 4	create a clear central message that demonstrates an understanding of socially significant issues;
C1 GEALO 3	analyze the role and impact of the creative arts in culture and on the interrelationship of self and community;
C2 GEALO 1	analyze and understand works of philosophical and humanistic importance, including their temporal and cultural dimensions;

D GEALO 1	demonstrate understanding of the ways in which social institutions, culture, and environment shape and are shaped by the behavior of individuals, both past and present;
D GEALO 2	compare and contrast the dynamics of two or more social groups or social systems in a variety of historical and/or cultural contexts;
D GEALO 3	place contemporary social developments in cultural, environmental, geographical, and/or historical contexts;
D GEALO 4	draw on social/behavioral science information from various perspectives to formulate applications appropriate to historical and/or contemporary social issues.
E GEALO 4	know how to access social and academic resources that enhance learning and facilitate positive interpersonal relationships with diverse groups and individuals know how to access social and academic resources that enhance learning and facilitate positive interpersonal relationships with diverse groups and individuals.
F GEALO 1	analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism;
F GEALO 2	apply ethnic studies theory and knowledge to describe and actively engage with anti-racist and anti-colonial issues and the practices and movements that have and continue to facilitate the building of a more just and equitable society;
F GEALO 3	critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age;
F GEALO 4	critically review how struggle, resistance, racial and social justice, solidarity, and liberation are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies;
F GEALO 5	describe and actively engage with anti-racist and anti-colonial issues and the practices and movements that have contributed to the building of a more just and equitable society.
S GEALO 1	describe how identities are shaped by cultural and societal influences within contexts of equality and inequality. Examples include, but are not limited to, race, ethnicity, gender identity, gender expression, sexual orientation, religion, disability status, age, generation, regional origin, national identity, language, intersectionalities;
S GEALO 2	analyze historical, economic, political, or social processes that shape diversity, equality, and structured inequalities in the U.S. and reflect on one's own identities and positions within these structures;
S GEALO 3	evaluate social actions which have or have not led to greater equality and social justice in the U.S.;
S GEALO 4	engage in constructive interactions about social issues in the U.S. within the framework of equality and inequalities.
PLO 7. [Civic and global engagement] Engage with global perspectives and knowledge; develop civic skills, interests, and values; and apply knowledge, skills and values to multicultural, community, and environmental interests.	

D GEALO 1	demonstrate understanding of the ways in which social institutions, culture, and environment shape and are shaped by the behavior of individuals, both past and present;
D GEALO 2	compare and contrast the dynamics of two or more social groups or social systems in a variety of historical and/or cultural contexts;
D GEALO 3	place contemporary social developments in cultural, environmental, geographical, and/or historical contexts;
D GEALO 4	draw on social/behavioral science information from various perspectives to formulate applications appropriate to historical and/or contemporary social issues.
F GEALO 5	describe and actively engage with anti-racist and anti-colonial issues and the practices and movements that have contributed to the building of a more just and equitable society
R GEALO 4	explain ethical, social, and civic dimensions of scientific inquiry.
V GEALO 1	analyze historical, social, and/or cultural significance of creative works of human expression (examples include, but are not limited to, written works, images, media, music, dance, technologies, designs), from at least one cultural tradition outside the United States;
V GEALO 2	examine how creative works of human expression [as defined in #1] outside the United States have influenced the United States' cultures;
V GEALO 3	explain how a culture outside the U.S. has changed in response to internal and external influences;
V GEALO 4	appraise how the study of creative works of human expression from outside the United States shapes one's own understanding of cultural experiences and practices.
AI ALO 1	To fulfill the requirements for U.S. History, students should be able to explain and evaluate the principal events, developments, and ideas covering a minimum time span of approximately one hundred years in all the territories now in the United States (including external regions and powers as appropriate).
AI ALO 2	To fulfill the requirements for U.S. Constitution, students should be able to explain how political decisions are made, what the consequences of such decisions are for individuals and society, and how individuals and groups may affect the decision-making process.
AI ALO 3	To fulfill the requirements for California Government, students should be able to explain how political decisions are made at the state and local level taking into account the diverse cultures, communities, and environments of California, including the impact of demographic changes on the history and politics of the state and the nation.
<p>Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses. Goal 3 has two learning outcomes (PLOs 8 and 9):</p>	
<p>PLO 8. [Integration and Application]: Integrate and apply knowledge and methods from more than one discipline or area of study to explore a complex question, address an issue, or produce a creative work.</p>	
A1 GEALO 4	create a clear central message that demonstrates an understanding of socially significant issues;
A1 GEALO 5	demonstrate the ethical responsibilities of a public speaker by addressing the economic, legal, and social aspects of topics; and by locating and evaluating sources and integrating research through appropriate citation

A2 GEALO 4	integrate their ideas and those of others by synthesizing, explaining, analyzing, developing, and criticizing ideas effectively in several genres;
B1-B3 GEALO 4	use methods derived from current scientific inquiry to form evidence-based opinions about science-related matters of personal, public, and ethical concern
B4 GEALO 4	apply mathematical or quantitative reasoning concepts to solve real life problems
C1 GEALO 3	analyze the role and impact of the creative arts in culture and on the interrelationship of self and community;
C2 GEALO 3	analyze and assess ideas of value, meaning, and knowledge, as produced within the humanistic disciplines
D GEALO 4	draw on social/behavioral science information from various perspectives to formulate applications appropriate to historical and/or contemporary social issues.
F GEALO 2	apply ethnic studies theory and knowledge to describe and actively engage with anti-racist and anti-colonial issues and the practices and movements that have and continue to facilitate the building of a more just and equitable society;
F GEALO 4	critically review how struggle, resistance, racial and social justice, solidarity, and liberation are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies
R GEALO 1	apply scientific principles and the scientific method to answer questions about living and non-living systems"apply scientific principles and the scientific method to answer questions about earth, the environment, and sustainability while recognizing the limits of both the method and principles;
R GEALO 2	apply mathematical or quantitative reasoning concepts to the analysis and generation of solutions to issues of earth, the environment, and sustainability;
S GEALO 1	describe how identities are shaped by cultural and societal influences within contexts of equality and inequality. Examples include, but are not limited to, race, ethnicity, gender identity, gender expression, sexual orientation, religion, disability status, age, generation, regional origin, national identity, language, intersectionalities;
S GEALO 4	engage in constructive interactions about social issues in the U.S. within the framework of equality and inequalities.
V GEALO 3	explain how a culture outside the U.S. has changed in response to internal and external influences;
PLO 9. [Reflection and Self-Assessment]: Evaluate and reflect on one's own learning while building on prior knowledge and life experience.	
C1 GEALO 2	explore and articulate their own subjective aesthetic and intellectual responses to such works;
C2 GEALO 2	explore and articulate their own subjective aesthetic and intellectual responses to such texts;
E GEALO 4	reflect upon their own experiences along dimensions of well-being and engage in activities that promote human wellness across the lifespan;
S GEALO 2	analyze historical, economic, political, or social processes that shape diversity, equality, and structured inequalities in the U.S. and reflect on one's own identities and positions within these structures;
V GEALO 4	appraise how the study of creative works of human expression from outside the United States shapes one's own understanding of cultural experiences and practices.

AI ALO 2	To fulfill the requirements for U.S. Constitution, students should be able to explain how political decisions are made, what the consequences of such decisions are for individuals and society, and how individuals and groups may affect the decision-making process.
AI ALO 3	To fulfill the requirements for California Government, students should be able to explain how political decisions are made at the state and local level taking into account the diverse cultures, communities, and environments of California, including the impact of demographic changes on the history and politics of the state and the nation.