

**SAN JOSE STATE UNIVERSITY
ONE WASHINGTON SQUARE
SAN JOSE, CA 95192**

S09-2, Policy Recommendation, Amends the 2005 General Education Guidelines

Legislative History:

History: In response to an ad hoc faculty group, Senate management Resolution SM-S08-3 was passed on April 14, 2008. The resolution called for formation of a Task Force to review current SJSU procedures for GE assessment and continuing certification. The Task Force was encouraged to consult “as broadly as possible with all colleges” and “...consider modifications to existing procedures regarding assessment and recertification of GE courses.”

**Approved by President
Jon Whitmore on**

APPROVED BY UNIVERSITY PRESIDENT: May 14, 2009

Effective Date: August 20, 2009

**Policy Recommendation:
Amends the 2005 General Education Guidelines**

Whereas: The Academic Senate impaneled the Task Force to consider modifications to existing procedures regarding the assessment and continuing certification of General Education courses; and

Whereas: The Task Force had representatives from each of the colleges and also provided colleges, departments, and individual faculty with multiple opportunities for meaningful dialogue and consultation; and

Whereas: The Curriculum and Research Committee has reviewed the Task Force’s Report and submitted to the Academic Senate a “Sense of the Senate Resolution” endorsing that Report; and

Whereas: The Board of General Studies has reviewed and endorsed the assessment process recommended in the Report; and

Whereas: The Board of General Studies has reviewed and endorsed the procedures for the continuing certification of GE courses recommended in the Report and has endorsed the following amendments to the GE Guidelines, specified in that Report, as necessary to implement those procedures; be it therefore

Resolved: That the Academic Senate accepts the attached amendments to the 2005 General Education Guidelines.

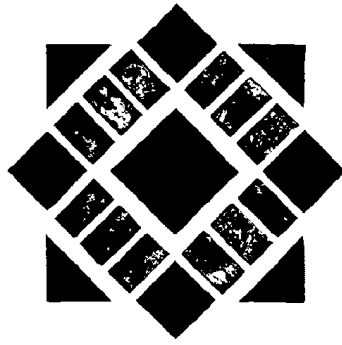
Approved: March 2, 2009

Vote: 8-0-0

Present: Beth Von Till (Chair), Peter M. Buzanski, Toni Campbell, Bob Cooper, Bill Nance, Malu Roldan, Wynn Schultz-Krohn, Robert Morelos-Zaragoza

Financial Impact: The Policy may result in modest savings in paper and duplication costs.

Workload Impact: The Policy shifts some workload, possibly reducing it slightly; more importantly, it makes the work of GE assessment and continuing certification more meaningful and productive.



San José State
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GENERAL EDUCATION
GUIDELINES

FALL 2005

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GENERAL EDUCATION Fall, 2005*

A university brings together many separate areas of learning, yet it is more than just a collection of specialized disciplines. The SJSU General Education Program incorporates the development of skills, the acquisition of knowledge, and the integration of knowledge through the study of facts, issues, and ideas. Regardless of major, all who earn undergraduate degrees should share common educational experiences, as they become university scholars. In combination with major, minor, and elective courses, the General Education curriculum should help students attain those attributes found in an educated person.

General Education Program Objectives

Students who complete the General Education curriculum should be able to demonstrate:

- a broad understanding of the sciences, social sciences, humanities, and the arts;
- an ability to communicate ideas effectively both in speaking and in writing;
- the capacity for critical and creative thinking;
- an understanding of ethical choices inherent in human development;
- an ability to assess information (information literacy);
- an ability to address complex issues and problems using disciplined analytic skills and creative techniques;
- multi-cultural and global perspectives gained through intellectual and social exchange with people of diverse backgrounds and experiences;
- the characteristics of “intentional learners” who can adapt to new environments, integrate knowledge from different sources, and continue learning throughout their lifetimes; and
- the capacity to participate as a socially responsible member of civic, professional, cultural, and other communities.

The advancement of academic discourse requires civility and a respectful attitude toward all in the expression and consideration of a variety of viewpoints. All courses shall reinforce the ethical responsibility of students and instructors to acknowledge respectfully the learning styles and forms of expression of individuals and members of all groups.

*Supersedes Spring 1998 Guidelines

Consult “Implementation Issues” section for information on effective dates

General Education

Core General Education

Basic Skills of an Educated Person

These courses help build key skills for learning – communication and critical thinking. An educated person can communicate ideas effectively both verbally and in writing. Being able to organize and express ideas is a key part of learning. An educated person must also have strong reasoning powers in order to analyze critically all types of information. The skills courses within General Education provide an opportunity for students to gain and enhance critical communication and analytical skills.

Oral Communication (A1)	3
Written Communication 1A (A2)	3
Critical Thinking (A3)	3
Mathematical Concepts (B4)	3

Basic Knowledge of an Educated Person

These courses help students gain the fundamental knowledge of an educated person. Students will have an opportunity to demonstrate an appreciation of the fundamentals of science, arts and letters, and the forces that shape the individual and modern society throughout the lifespan. This fundamental knowledge is crucial to understanding more advanced topics, including a major field of study.

Physical Science (B1)	3
Life Science (B2)	3
(one lab course in science required)	
Arts (C1)	3
Letters (C2)	3
Written Communication IB (C3)	3
Human Behavior (D1)	3
Comparative Systems, Cultures & Environments (D2)	3
Social Issues (D3)	3
Human Understanding & Development (E)	3

SJSU Studies (formerly Advanced GE)

Integrated Knowledge of an Educated Person

These courses will help students become integrated thinkers who can see connections between and among a variety of concepts and ideas. An educated person will be able to apply concepts and foundations learned in one area to other areas as part of a lifelong learning process. These courses will help students to live and work intelligently, responsibly, and cooperatively in a multicultural society and to develop abilities to address complex issues and problems using disciplined analytical skills and creative techniques.

Earth and Environment (R)	3
Self, Society & Equality in the U.S. (S)	3
Culture, Civilization & Global Understanding (V)	3
Written Communication II (Z)	3

Graduation Requirements: American Institutions (may be satisfied in Core)	0-6
Physical Education (may be satisfied by two different activity courses)	0-2

Total Units: 39 Units CORE 9-12 Units SJSU Studies

IMPLEMENTATION OF GENERAL EDUCATION GUIDELINES
Rules for Students to Satisfy General Education Requirements

1. Effective Dates

- Fall 2005 to present: Students who began continuous enrollment in Fall 2005 or later must follow the General Education requirements outlined in these guidelines. All students (i.e., those enrolled prior to Fall 2005) may choose to follow this plan.
- Fall 1997-Spring 2005: Students who began continuous enrollment during this period are not affected by changes in these Guidelines. Requirements remain the same as those approved Fall 1997.
- Fall 1991-Spring 1997: There are a variety of GE patterns for students who began continuous enrollment Fall 1991-Spring 1997. Most students will benefit from following the Fall 2005 requirements described here; however, students should consult with the Student Advising Center (Student Services Center, 10th and San Fernando) to determine the best pattern in their case.
- Prior to Fall 1991: Students who began continuous enrollment at SJSU or other CSU or California Community College prior to Fall 1991 follow the GE pattern that was in effect at the time they began continuous enrollment. Consult the Student Advising Center for appropriate patterns and requirements.

2. Minimum Units and Grades.

- All students must complete 51 units of approved General Education courses with letter grades.
- If a requirement is waived without unit credit (e.g., English 1B, 100W) or an area is satisfied with fewer units (e.g., quarter to semester unit conversions), additional approved General Education courses may be required to complete a minimum of 48 General Education (GE) units (CSU requirement).
- All students must complete all areas described in the guidelines: Core General Education (39 units), SJSU Studies (9-12 units), American Institutions (0-6 units), and physical education (0-2 units).
- Oral Communication, Written Communication, Critical Thinking, and Mathematical Concepts courses require a minimum grade of "C." (a "C-" is not acceptable)
- Registration for the Writing Skills Test (WST) requires a grade of "C" or better in English 1B (a "C-" is not acceptable).
- Successful completion of, or co-registration in, a 100W course is required for enrollment in SJSU Studies courses in Areas R, S, and V.

3. Transfer and Second Baccalaureate Students

- Completing an Intersegmental GE Transfer Curriculum (IGETC) or a CSU 39-unit breadth certification prior to transfer may satisfy Core General Education. Second baccalaureate students satisfy Core General Education with their first baccalaureate.
- All students must satisfy SJSU Studies at SJSU regardless of GE completed at other institutions. EXCEPTION: Written Communication II may be satisfied prior to transfer.

4. Breadth

Students should be encouraged through academic advisement to experience a wide variety of perspectives in both their Core and SJSU Studies courses. Courses taken to satisfy SJSU Studies Areas R, S, and V must be from three different departments. Major Departments may impose additional limits on the number of courses allowed in a particular discipline.

5. Prerequisites

The following General Education courses require prerequisites to enroll:

- Written Communication 1A and 1B: Satisfaction of the English Placement Test (EPT)
- Writing Skills Test: A "C" or better in English 1B (a "C-" is not acceptable)
- Mathematical Concepts: Satisfaction of the Entry Level Math Test (ELM)

- SJSU Studies: Writing Skills Test (WST), completion of Core General Education, and completion of, or co-registration in, 100W

6. Approved Courses

- All General Education equivalent courses must be on the approved list of the California Community College (CCC), California State University (CSU), or University of California (UC) for CSU Breadth Requirement or the Intersegmental General Education Transfer Curriculum (IGETC) where and when the course is taken.

To find approved courses at SJSU, check the General Education Course Listing in the *SJSU Schedule of Classes*. The online *SJSU Schedule of Classes* and online Catalog also list an Area designation for each class section satisfying a General Education requirement.

Limits on Number and Distribution of Certified General Education Courses

Students must take SJSU Studies courses (Areas R, S, and V), from three different departments, or other distinct academic units (has own HEGIS code).

Administration of the General Education Program

The Board of General Studies, in consultation with the General Education Advisory Panels and the Writing Requirements Committee, is responsible to the Associate Vice President, Undergraduate Studies, for review and recommendations on all criteria, courses, evaluation and assessment instruments, and procedures. Decertification recommendations shall be sent to the Curriculum and Research Committee after consultation with the department has failed to arrive at a solution. The Guidelines that appear in this booklet were revised by the committee members listed at the end of the Guidelines, in consultation with faculty, students, staff and administrators across the campus community. The Academic Senate on 4/29/05 approved the Guidelines unanimously.

PROCEDURE FOR SUBMITTING COURSES FOR **NEW** CERTIFICATION IN General Education

Submit an original plus **12 copies** (18 copies for English 1A/B and 100W courses) of the complete course certification packet. If there are any questions, please call the Associate Dean (Curriculum), Office of Undergraduate Studies (42447).

1. **Course Certification Request Form for General Education.**
2. New courses: approved **Undergraduate Permanent Course Proposal Form**.
Existing modified course: approved **Minor Curriculum Change Form**.
3. **Course Description**
Demonstrate how the course meets the content requirements. The description must be applicable to all sections of the course, regardless of instructor or department for cross-listed courses. Include:
 - a. Course description
 - b. Student learning objectives for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
 - c. SJSU Studies course syllabi must state, "Courses to meet Areas R, S, and V of SJSU Studies must be taken from three different departments."
 - d. Topics or subjects covered in the course
 - e. Prerequisites (if any)
 - f. Specifics relating to how assignments meet writing requirements
 - g. Tentative course calendar
 - h. University recommended statement on Academic Integrity
 - i. University recommended statement on Persons with Disabilities
4. **Assessment**
All certification requests must include an assessment plan. In accordance with that plan, a description of the following should be linked to the learning and content objectives for the appropriate General Education Area:
 - a. assignments (including length and style of required reading and writing)
 - b. examinations (number, format, and relation to objectives)
 - c. description of assessment strategies used and information reviewed (dates and number of sections).Assessment plans shall include a department's schedule for evaluating SLOs over the period of program review.
5. **Instruction**
Describe how the course is taught. Include:
 - a. methods of instruction (e.g., lectures, discussions, small groups, simulation), pointing out opportunities for active student learning
 - b. general qualifications of all those who might teach the course, with areas of expertise, experience, and training
 - c. description of how course will be coordinated to insure consistent implementation and assessment across all sections of the course

Approval Process

1. *Department* submits a complete General Education assessment/certification packet to the *Board of General Studies* via its *College Dean* (see guidelines above). Designation of a department *Course Coordinator* is required (e.g., instructor, curriculum committee representative, department chair).
2. *College Curriculum Committee* reviews requests and forwards to *College Dean* for recommendation.
3. *College Dean* forwards the original plus **12 copies** (18 copies for English 1A/B and 100W courses) of all submitted packets to the *Board of General Studies* by October 1 for the following fall and March 1 for the following spring certification.
4. Core and American Institutions courses (except for HUM 1A/B, 2A/B and AmSt 1A/B): *Board of General Studies* refers proposals to the appropriate Advisory Panel for review and recommendation back to the Board.
5. The *Panel* reviews the complete packet. If there are concerns about the course, one or more of the Panel members is designated to meet with the Course Coordinator/Department representative to express the Panel's concerns. Once the concerns have been addressed, the Panel forwards its recommendations to approve, deny, or modify/clarify the course to the Board.
6. The *Board* reviews and acts on all new proposals for General Education course certification. No proposals are rejected or modified/clarified without consultation with the *Department*. After a final vote of the Board has been taken, the AVP for Undergraduate Studies writes a letter to the Department Chair stating the Board's action. If the new course proposal requires modification/clarification or has been denied, the Board's concerns are detailed in the letter. Although the Provost reserves the right to act on any General Education courses, that authority has been delegated to the AVP for Undergraduate Studies as Chair of the Board.
7. Undergraduate Studies records all actions in office files, and posts certifications to the official University Curriculum File.
8. Courses approved by February 1 may be scheduled for the following Fall term. Courses approved by September 1 may be scheduled for the following Spring term.

GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST

CRS _____ TITLE _____

CORE ____ or SJSU Studies (formerly Advanced GE) ____ Area _____ Units _____

ABSTRACT

1. Content of course

2. Assessment plan summary

COURSE COORDINATOR

_____ phone _____ email _____

SIGNATURES

recommend deny

Department Chair _____

Date _____

Co

PROCEDURE FOR THE ASSESSMENT AND CONTINUING CERTIFICATION OF GE COURSES

Annual GE Assessment Report

At the end of each academic year, each course coordinator will prepare a brief (two page maximum) report that documents the assessment of the course during that year. (See “General Education Annual Course Assessment Form.”) The home department of each GE course completes this assessment form. This report will be electronically submitted by the department chair to the Office of Undergraduate Studies (UGS) with an electronic copy to the home college. These annual reports are to be submitted electronically to UGS by September 1 of the following academic year. For example, assessment reports for the AY 2009-10 year are due by September 1, 2010.

CONTENT OF THE ANNUAL ASSESSMENT REPORT

The annual assessment report has two parts. The first part is completed by the course coordinator. In this section, the coordinator will answer three questions:

- (1) What SLO(s) or course components (for example, diversity, writing, etc.) were assessed for the course during the AY?
- (2) What were the results of the assessment of this course? What were the lessons learned from the assessment?
- (3) What modifications to the course, or to its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)

The second part of the annual assessment report is completed by the department chair. At the bottom of the assessment report, the chair should answer the following question:

- (4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?

This report is filed with UGS without review by the Board of General Studies (BOGS) unless there are changes to the assessment plan or assessment schedule. If there are changes to the assessment plan or assessment schedule, then UGS informs BOGS. If BOGS has questions about the revised assessment plan or revised assessment schedule, BOGS consults with the department. The criterion for accepting a revised assessment plan or assessment schedule is that it will reasonably result in assessment of all the GE area SLOs in the program planning cycle.

UGS will maintain a website on which completed assessment schedules and completed annual course assessment forms will be posted (with UGS recording on them the semester in which they were received). In this way, departments can access them at any time, and the time spent preparing for the next WASC accreditation visit will be reduced.

Program Review: GE Component

A department's GE courses will be reviewed during the normal program planning cycle. There will be a new section in a department's self-study that addresses GE.

Part I: The department summarizes its involvement in GE over the past program planning cycle and any plans for the next program planning cycle. It also reflects on how well its courses contribute to their GE Area Goals and to the larger General Education Program Objectives. (This summary and reflection shall be no more than two pages.) The department must also include an assessment schedule for all GE courses for the next program planning cycle.

Part II: Continuing Certification and Assessment. For each GE course, the department submits the following:

- (1) One sample greensheet reflecting how the course is currently taught, with up to two pages of commentary explaining how the course accomplishes its GE SLOs.
- (2) An assessment report (two page maximum) for each course that includes the following:
 - a. A comprehensive evaluation of the course that may include a focus on the GE Goals for its area or other course goals.
 - b. Changes that the department has made to try to improve student success with respect to the GE SLOs
 - c. Future plans for course modifications, if applicable.
- (3) An appendix consisting of the annual course assessment forms.

BOGS then receives the GE section of the department's program planning self-study and reviews the materials on individual courses:

- (1) Is the course consistent with the GE Guidelines?
- (2) Is assessment allowing or supporting improvements to instruction?
- (3) Are there lessons from the course for GE at SJSU?

BOGS can either (1) continue to certify the course through the next program planning cycle or (2) seek clarifications or discuss its concerns with the department. When those concerns are resolved, then the course's G. E. certification is to be continued through the next program planning cycle. If

its concerns cannot be resolved, then BOGS can recommend to the Committee on Curriculum and Research (C & R) that the course be decertified. C & R makes the final decision, and the department has the right to appear before the Committee. If a member of BOGS has voted on the matter when it was before BOGS, then he or she shall not vote on it again when it comes before C&R.

In addition to a brief review of each GE course, BOGS may also comment on the department's Part I submission, although that submission is not to be used in assessing any individual course. BOGS's report (that is, its course reviews and optional commentary) are added to the department's self-study. The department may comment on BOGS's report before the self-study (which now includes BOGS's report) proceeds to successive review levels (e.g., external examiner, college curriculum committee, etc.). Review at successive levels does not address individual GE courses, but it may comment on whether the department's GE efforts and BOGS's review of them are consistent with the assessment principles developed by the Task Force. (The appendix of annual course assessment forms is not returned to the self-study because individual GE courses are not reviewed at later levels. However, those assessment forms remain available on line.)

Timeline

The above policies replace immediately previous procedures for the assessment and continuing certification of GE courses. Departments are to submit General Education Assessment Schedules for their GE courses by September 1, 2009, and the first General Education Annual Course Assessment Forms for their courses by September 1, 2010.

Effective AY 2010-11, departments submitting their program planning self-study shall include the GE component outlined above. (Departments submitting in AY 2010-11 will only have one year's worth of annual course assessment forms to submit. However, in completing the GE Component of their self-study, they can draw on data collected under the previous system.)

NOTE:

PROCEDURES FOR FALL 2009

In Fall 2009, course coordinators will submit an assessment schedule for each existing GE course that indicates when each GE SLO will be assessed by the department. (See the sample form, "General Education Assessment Schedule, Area A1.") Departments may assess any combination of SLOs in a given year, but they must assess all GE area SLOs in a program planning cycle. Some assessment of the course is required each academic year.

The following forms are suggested for use and may evolve to coordinate with forms used for Program Assessment. The assessment information being requested from departments shall not change or be increased from what is indicated below.

General Education Annual Course Assessment Form

Course Number/Title _____ GE Area _____

Results reported for AY _____ # of sections _____ # of instructors _____

Course Coordinator: _____ email: _____

Department Chair: _____ College: _____

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted by the department chair to the Office of Undergraduate Studies with an electronic copy to the home college by September 1 of the following academic year.

Part 1

To be completed by the course coordinator:

- (1) What SLO(s) were assessed for the course during the AY?
- (2) What were the results of the assessment of this course? What were the lessons learned from the assessment?
- (3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)

Part 2

To be completed by the department chair (with input from course coordinator as appropriate):

- (4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?

General Education Assessment Schedule (**Sample**)

Area A1: ORAL COMMUNICATION

Course Prefix and Number _____ Course Title: _____

Course Coordinator: _____ email: _____

Submission Date: _____ **College:** _____

Instructions: Each GE assessment schedule must indicate the plan for assessing all SLOs during the program planning cycle. Departments may assess any combinations of SLOs in a given year, but they must assess all GE area SLOs in a program review cycle. Some assessment of the course is required each academic year.

GE Student Learning Objective	When will this SLO be assessed?
SLO 1: Students will be able to identify and assess socially significant and intellectual topics, then compose and deliver extemporaneous oral presentations on these topics.	
SLO 2: Students will be able to engage in critical and analytical listening.	
SLO 3: Students will be able to analyze audiences, adapt oral presentations to audiences and use that information to accomplish the purpose of the speech.	
SLO 4: Students will be able to assume the ethical responsibilities of the public speaker, including basic understanding of the economic, legal, and social issues surrounding the access and use of the information.	
Other: (optional; e.g. diversity, writing)	

This assessment schedule must be electronically submitted by the department chair to the Office of Undergraduate Studies with an electronic copy to the home college. Assessment schedules for all GE courses are due September 1, 2009.

Guidelines Common to All Areas of Core GE and SJSU Studies

Writing Objectives

Faculty should help students see writing as part of the learning process, not just the assessment process. Writers must understand material, be able to organize it logically, compare and contrast facts and ideas, and draw conclusions. Students will apply their comprehension and thinking skills in working with research materials to help them reach a level of understanding that leads to clarity, conciseness and coherence in writing.

- To facilitate meeting these objectives, the Center for Faculty Development and Support, and/or Departments, are encouraged to provide resources/training on the evaluation of writing.

Diversity Objectives

San José State University is committed to creating a diverse community guided by core values of inclusion, civility, and respect for each individual. Such a community enriches the intellectual climate of the University and the educational experiences of its students, promotes personal growth and a healthy society, and supports a positive work environment. Courses may incorporate issues of diversity in one of two ways: 1) the experiences of diverse peoples may be topical issues of discussion and analysis; or 2) diversity may be considered through the contributions of diverse individuals and populations to the material under study. Life science courses may satisfy the diversity goal, in part, with discussions related to biodiversity in terms of the interactions between humans, cultures, and other organisms in the biosphere.

Diversity issues addressed in General Education courses should:

- encourage students to act, listen and speak with open minds; to value individual experiences and perspectives; to develop skills to work together in a cooperative manner on behalf of the common good; and to appreciate differing viewpoints and ways of knowing, for the purpose of promoting the free exchange of ideas that fosters a healthy and productive society;
- include the experiences and/or contributions of those varying in (including but not limited to): accent, age, ancestry, citizenship status, color, creed, disability, ethnicity, gender, marital status, medical condition, national origin, race, religion or lack thereof, sex, sexual orientation, transgender, and veteran's status.

Course Syllabi (Greensheets)

General Education course syllabi should minimally include:

- a. Course description
- b. Student learning objectives for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
- c. SJSU Studies course syllabi must state, "Courses to meet Areas R, S, and V of SJSU Studies must be taken from three different departments, or distinct academic units."

- d. Topics or subjects covered in the course
- e. Prerequisites (if any)
- f. Specifics relating to how assignments meet writing requirements
- g. Tentative course calendar
- h. University recommended statement on Academic Integrity
- i. University recommended statement on Persons with Disabilities

Core General Education

- **Basic Skills of an Educated Person**
 - These courses help build key skills for learning – communication and critical thinking. An educated person can communicate ideas effectively both verbally and in writing. Being able to organize and express ideas is a key part of learning. An educated person must also have strong reasoning powers in order to analyze critically all types of information. The skills courses within General Education provide an opportunity for students to gain and enhance critical communication and analytical skills.
 - i. Oral Communication (A1)
 - ii. Written Communication 1A (A2)
 - iii. Critical Thinking (A3)
 - iv. Mathematical Concepts (B4)

- **Basic Knowledge of an Educated Person**
 - These courses help students gain the fundamental knowledge of an educated person. Students will have an opportunity to demonstrate an appreciation of the fundamentals of science, arts, letters, and the forces that shape the individual and modern society throughout the lifespan. This fundamental knowledge is crucial to understanding more advanced topics, including a major field of study.
 - i. Physical Science (B1)
 - ii. Life Science (B2)
 - one lab course required in science (B3)
 - iii. Arts (C1)
 - iv. Letters (C2)
 - v. Written Communication II (C3)
 - vi. Human Behavior (D1)
 - vii. Comparative Systems, Cultures & Environments (D2)
 - viii. Social Issues (D3)
 - ix. Human Understanding & Development (E)

Core General Education: ORAL COMMUNICATION (A1)

A. *Goals*

Courses shall cultivate an understanding of the social, psychological, political and practical significance of communication, with special emphasis on the roles of public communication in a free society. Students will give oral presentations and be encouraged to develop their sense of voice, which means speaking with confidence in public forums in ways that reflect their unique perspective and identity. Students will learn and appreciate a range of public speaking styles and forms of eloquence, while respecting the freedom of expression of all members of the community.

B. **Student Learning**

Students shall be able to:

1. identify and assess socially significant and intellectual topics, then compose and deliver extemporaneous oral presentations on these topics;
2. engage in critical and analytical listening;
3. analyze audiences, adapt oral presentations to audiences and use that information to accomplish the purpose of the speech; and
4. assume the ethical responsibilities of the public speaker, including basic understanding of the economic, legal, and social issues surrounding the access and use of information.

C. **Content**

- *Diversity*. Issues of diversity shall be incorporated in an appropriate manner.
- *Major speech assignments*. Each class shall require students to present at least three major speech assignments that meet the following requirements. These presentations, delivered before a full classroom audience, shall be individually graded and, taken together, should account for at least 50 percent of the course grade. They shall require the student to address intellectually challenging topics of broad social relevance and to develop original presentations of sufficient length to demonstrate the major skills of the course. The assignments shall require the student to undertake substantial research from a variety of sources and to synthesize the evidence to support or explicate the points of his or her presentation. These speeches shall be presented in the extemporaneous mode, allowing for adaptation to audience response. Whenever possible, the student should have the opportunity to develop further and clarify her or his ideas through a question and answer exchange with audience members. Each student shall receive extensive feedback on these assignments addressing a full range of rhetorical criteria such as content, organization, language, and delivery.
- *Additional speaking assignments*. Each course shall include additional oral assignments and exercises designed to enable students to master the skills required for the major assignments and/or to develop skills in additional forms of public speaking. Each student will have at least one opportunity to revise and improve a speech following formative feedback from the instructor and peers. Each student will have some collaborative experience in the social construction of oral messages. This may take the form of working with a peer support group, preparing a group presentation, engaging in debate, or participating in a structured individual conference with the instructor.
- *Written assignments*. Each of the three major speech assignments shall require full sentence outlines or argumentative briefs containing sufficient detail to show the relationships among the points and subpoints of the presentation and the evidence used to support these points. Additional written assignments should include appropriate papers, bibliographies, exercises, written speech analyses, and /or written peer critiques. The minimum writing requirement is 1500 words in a language and style appropriate to the discipline.

D. **Support**

- *Class size*. Class sections shall normally be limited to 25 students. For sections that are specifically designed for limited-English-speaking students, the enrollment limit shall be 20.

- *Special or supplementary assistance.* Some students may require special or more assistance than the regular class can provide. In such cases, faculty are urged to refer the student to the appropriate program for special or supplementary assistance.
- *Instructor qualifications*
 - an understanding and appreciation of General Education;
 - a doctorate (preferred but not required);
 - college-level teaching experience or advanced (graduate) training in the subject matter of the course;
 - a professional commitment to the learning needs of a diverse student body;
 - sections designed for foreign students require substantial formal training and experience in teaching speakers of other languages, in addition to above requirements; and
 - teaching associates shall be allowed to teach a GE class only after training and under the close supervision of an expert in the field.

E. Assessment

- Each course shall include readings and lecture/discussions to introduce students to the study of communication and the process of human symbolic interaction, focusing on the communicative process from the rhetorical perspective: analysis, reasoning, and advocacy; organization; and the discovery, critical evaluation, and reporting of information.
- To demonstrate mastery of this conceptual material, each course shall include at least 100 minutes of written examinations.
- Writing shall be assessed for grammar, clarity, conciseness and coherence.
- In accordance with the approved assessment plan, the course coordinator/department chair will summarize the assessment results according to the procedure for submitting courses for continuing certification in General Education.

Core General Education: WRITTEN COMMUNICATION IA (A2)

A. Goals

Courses should 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. Students will develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings. A passing grade signifies that the student is a capable college-level writer and reader of English.

B. Student Learning

Students shall write complete essays that demonstrate the ability to:

1. perform effectively the essential steps in the writing process (prewriting, organizing, composing, revising, and editing);
2. express (explain, analyze, develop, and criticize) ideas effectively;
3. use correct grammar (syntax, mechanics, and citation of sources) at a college level of sophistication;
4. form clear thesis statements from personal experience, observations, and critical thinking; and
5. write for different audiences.

C. Content

- *Diversity.* Issues of diversity shall be incorporated in an appropriate manner.
- *Writing.* Writing assignments shall give students repeated practice in pre-writing, organizing, writing, revising, and editing. The number of writing assignments and their careful sequencing are as important as the total number of words written. Eight to ten essays totaling a minimum of 8000 words are required. This minimum requirement excludes the final exam, journal writing, quizzes, and other informal or brief assignments. Although the majority of papers will be written outside of class, at least three essays shall be written in class. Students shall receive frequent evaluations from the instructor. Evaluative comments must be substantive, addressing the quality and form of writing.
- *Reading.* Reading for the course will be extensive and intensive. It shall include useful models of writing for academic, general, and special audiences.

D. Support

- *Tutoring.* At the discretion of the university or the instructor, students may be required to attend tutoring sessions as a corequisite to completing the course.
- *Class size.* Classes shall normally be limited to 25 students. It is not acceptable to increase the number of students and use readers or teaching assistants for paper grading or discussion sections.
- *Grading.* A/B/C/No Credit. (Note: an earned grade of "C-" will receive no credit for the course.)
- *Prerequisites.* Passage of the English Proficiency Test (EPT), or passage of an approved substitute course for EPT.
- *Instructor qualifications*
 - an understanding and appreciation of General Education;
 - a doctorate (preferred but not required);
 - college-level teaching experience or advanced (graduate) training in the subject matter of the course;
 - a professional commitment to the learning needs of a diverse student body;
 - sections designed for foreign students require substantial formal training and experience in teaching speakers of other languages, in addition to above requirements; and
 - teaching associates shall be allowed to teach a GE course only after training and under the close supervision of an expert in the field.

E. Assessment

- *Common Final Exam.* Students shall be tested by means of a common final essay examination, to count 20 percent toward the course grade. A committee established by the

Writing Requirements Committee to include representatives of all departments offering courses fulfilling this requirement will develop a single examination. All faculty members teaching individual sections will grade the examination holistically under controlled conditions.

- *Guidelines.* Any department offering a course to meet the requirement shall, for each such course, write detailed course guidelines in accordance with the criteria above. These guidelines shall be submitted to the Writing Requirements Committee and distributed each semester to all faculty members teaching the course.
- Writing shall be assessed for grammar, clarity, conciseness and coherence.
- In accordance with the approved assessment plan, the course coordinator/department chair will summarize the assessment results according to the procedure for submitting courses for continuing certification in General Education.

Core General Education: CRITICAL THINKING

(A3)

A. Goals

Critical thinking courses should help students learn to recognize, analyze, evaluate, and engage in effective reasoning.

B. Student Learning

Students will demonstrate, orally and in writing, proficiency in the course goals. Development of the following competencies will result in dispositions or habits of intellectual autonomy, appreciation of different worldviews, courage and perseverance in inquiry, and commitment to employ analytical reasoning. Students should be able to:

1. distinguish between reasoning (e.g., explanation, argument) and other types of discourse (e.g., description, assertion);
2. identify, analyze, and evaluate different types of reasoning;
3. find and state crucial unstated assumptions in reasoning;
4. evaluate factual claims or statements used in reasoning, and evaluate the sources of evidence for such claims;
5. demonstrate an understanding of what constitutes plagiarism;
6. evaluate information and its sources critically and incorporate selected information into his or her knowledge base and value system;
7. locate, retrieve, organize, analyze, synthesize, and communicate information of relevance to the subject matter of the course in an effective and efficient manner; and
8. reflect on past successes, failures, and alternative strategies.

C. Content

- Students will analyze, evaluate, and construct their own arguments or position papers about issues of diversity such as gender, class, ethnicity, and sexual orientation.
- Reasoning about other issues appropriate to the subject matter of the course shall also be presented, analyzed, evaluated, and constructed.
- All critical thinking classes should teach formal and informal methods for determining the validity of deductive reasoning and the strength of inductive reasoning, including a consideration of common fallacies in inductive and deductive reasoning.

To clarify this Content Objective the following was developed by the Critical Thinking General Education Advisory Panel (GEAP) and adopted by the Board of General Studies on May 16, 2002:

“Formal methods for determining the validity of deductive arguments” refers to techniques that focus on patterns of reasoning rather than content. While all deductive arguments claim to be valid, not all of them are valid. Students should know what formal methods are available for determining which are which. Such methods include, but are not limited to, the use of Venn’s diagrams for determining validity of categorical reasoning, the methods of truth tables, truth trees, and formal deduction for reasoning which depends on truth functional structure, and analogous methods for evaluating reasoning which may be valid due to quantificational form. These methods are explained in standard logic texts. We would also like to make clear that the request for evidence that formal methods are being taught is not a request that any particular technique be taught, but that some method of assessing formal validity be included in course content.

- Courses shall require the use of qualitative reasoning skills in oral and written assignments. Substantial writing assignments are to be integrated with critical thinking instruction. Writing will lead to the production of argumentative essays, with a minimum of 3000 words required. Students shall receive frequent evaluations from the instructor. Evaluative comments must be substantive, addressing the quality and form of writing.

D. Support

- *Class size.* Enrollment shall normally be limited to 25 students.

- *Prerequisite.* English 1A is strongly recommended as a prerequisite (or co-requisite).
- *Instructor qualifications*
 - an understanding and appreciation of General Education;
 - a doctorate (preferred but not required);
 - college-level teaching experience or advanced (graduate) training in the subject matter of the course;
 - a professional commitment to the learning needs of a diverse student body;
 - a professional commitment to critical thinking instruction, as demonstrated by teaching experience, publications, or continuing professional education;
 - sections designed for foreign students require substantial formal training and experience in teaching speakers of other languages, in addition to above requirements; and
 - teaching associates shall be allowed to teach a GE course only after training and under the close supervision of an expert in the field.

E. Assessment

- Writing shall be assessed for grammar, clarity, conciseness and coherence.
- In accordance with the approved assessment plan, the course coordinator/department chair will summarize the assessment results according to the procedure for submitting courses for continuing certification in General Education.

Core General Education: – SCIENCE

(B1, B2, B3)

A. Goals

Science is a continuous and adaptive process through which we discover and communicate how the natural world works, separate fact from inference, and establish testable hypotheses. All students should sufficiently master essential quantitative and qualitative skills that are necessary to understand scientific knowledge and methods. Students should be able to incorporate scientific knowledge into the workplace and everyday life experiences.

B. Student Learning

Students should be able to:

1. use the methods of science and knowledge derived from current scientific inquiry in life or physical science to question existing explanations;
2. demonstrate ways in which science influences and is influenced by complex societies, including political and moral issues; and
3. recognize methods of science, in which quantitative, analytical reasoning techniques are used.

C. Content

- Students must complete at least one three-unit course in life science and one three-unit course in physical science. At least one laboratory course must be completed.
- *Diversity*. Issues of diversity shall be incorporated in an appropriate manner.
- *Writing*. The minimum writing requirement is 1500 words in a language and style appropriate to the discipline.

All Science courses should demonstrate how scientists seek proof for causal relationships between microscopic phenomena and macroscopic observables.

Physical Science (B1) courses focus on:

- laws of thermodynamics;
- structure of matter;
- interaction of matter and energy;
- behavior of physical systems through time;
- systems of classification; and
- physical processes of the natural environment.

Life Science (B2) courses focus on:

- structures and functions of living organisms;
- levels of organization of living systems, from atom to planet;
- strategies for survival and reproduction;
- patterns of evolution;
- principles of genetics, including the basis for variation; and
- interaction of organisms and their natural environment.

D. Support

- *Instructor qualifications*
 - an understanding and appreciation of General Education;
 - a doctorate (preferred but not required);
 - college-level teaching experience or advanced (graduate) training in the subject matter of the course;
 - a professional commitment to the learning needs of a diverse student body;
 - sections designed for foreign students require substantial formal training and experience in teaching speakers of other languages, in addition to above requirements; and
 - teaching associates shall be allowed to teach a GE course only after training and under the close supervision of an expert in the field.

E. Assessment

- Writing shall be assessed for grammar, clarity, conciseness and coherence.
- In accordance with the approved assessment plan, the course coordinator/department chair will summarize the assessment results according to the procedure for submitting courses for continuing certification in General Education.

Core General Education: MATHEMATICAL CONCEPTS

(B4)

A. Goals

The major goal is to enable the student to use numerical and graphical data in personal and professional judgments and in coping with public issues.

B. Student Learning

The mathematical concepts course should prepare the student to:

1. use mathematical methods to solve quantitative problems, including those presented in verbal form;
2. use mathematics to solve real life problems; and
3. arrive at conclusions based on numerical and graphical data.

C. Content

- *Diversity.* Issues of diversity may be incorporated in an appropriate manner for quantitative analysis.
- *Writing.* The minimum writing requirement is 500 words in a language and style appropriate to quantitative analysis.

Survey of Basic Mathematical Concepts courses should focus on:

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

Application of Mathematical Concepts and Skills courses should:

- include the content listed above for Basic Mathematical Concepts courses; and
- focus on applications of mathematical concepts in one or more areas such as statistical inference, trigonometry, calculus, and analytic geometry.

D. Support

- *Instructor qualifications*
 - an understanding and appreciation of General Education;
 - a doctorate (preferred but not required);
 - college-level teaching experience or advanced (graduate) training in the subject matter of the course;
 - a professional commitment to the learning needs of a diverse student body;
 - sections designed for foreign students require substantial formal training and experience in teaching speakers of other languages, in addition to above requirements; and
 - teaching associates shall be allowed to teach a GE course only after training and under the close supervision of an expert in the field.

E. Assessment

- Writing shall be assessed for grammar, clarity, conciseness and coherence.
- In accordance with the approved assessment plan, the course coordinator/department chair will summarize the assessment results according to the procedure for submitting courses for continuing certification in General Education.

Core General Education: HUMANITIES & ARTS

Arts and Letters

(C1 & C2)

A. Goals

Courses in Arts and Letters should give students knowledge and understanding of significant works of the human intellect and imagination. Students will examine the interaction of analytical and creative processes in the production and perception of such works, and the significance of the historical and cultural contexts in which the works are created and interpreted. Courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

B. Student Learning

Arts courses will enable students to:

1. recognize aesthetic qualities and processes that characterize works of the human intellect and imagination;
2. respond to works of art both analytically (in writing) and affectively (in writing or through other forms of personal and artistic expression); and
3. write clearly and effectively.

Letters courses will enable students to:

1. recognize how significant works illuminate enduring human concerns;
2. respond to such works by writing both research-based critical analyses and personal responses; and
3. write clearly and effectively.

C. Content

- Students must complete at least one three-unit Arts course and one three-unit Letters course.
- *Diversity*. Issues of diversity shall be incorporated in an appropriate manner.
- *Writing*. The minimum writing requirement is 1500 words in a language and style appropriate to the discipline. For departments that teach C2 sections greater than 40 students, a summary shall be provided, with Certification or Continuing Certification packets, indicating how practice, feedback, and revisions in writing will be addressed with larger sections.

Arts courses should give students the opportunity to:

- experience significant works of art in the classroom, and in performances or exhibitions;
- understand the historical or cultural contexts in which specific works of art were created; and
- recognize the accomplishments of and issues related to women and diverse cultures reflected in such works of art.

Letters courses should give students the opportunity to:

- examine significant works of the human intellect and imagination;
- understand the historical and cultural contexts in which such specific texts were created; and
- recognize the accomplishments of and issues related to women and diverse cultures reflected in such texts.

D. Support

- *Class size*. Letters Class sections (C2) shall normally be limited to 40 students.
- *Instructor qualifications*
 - an understanding and appreciation of General Education;
 - a doctorate (preferred but not required);
 - college-level teaching experience or advanced (graduate) training in the subject matter of the course;
 - a professional commitment to the learning needs of a diverse student body;

- sections designed for foreign students require substantial formal training and experience in teaching speakers of other languages, in addition to above requirements; and
- teaching associates shall be allowed to teach a GE course only after training and under the close supervision of an expert in the field.

E. Assessment

- Writing shall be assessed for grammar, clarity, conciseness and coherence.
- In accordance with the approved assessment plan, the course coordinator/department chair will summarize the assessment results according to the procedure for submitting courses for continuing certification in General Education.

F. American Institutions Requirement

American Institutions courses may satisfy Core Area C requirements if they meet the following conditions:

- consist of at least a six-unit package that is interdisciplinary and team-taught;
- focus on cultural pluralism; and
- meet the criteria for Institutions and Core Areas C1 and C2.

Core General Education: HUMANITIES & ARTS

Written Communication 1B

(C3)

A. Goals

Written communication 1B will reinforce and advance the abilities developed in Written Communication 1A, broadening and deepening students' understanding of the genres, audiences, and purposes of college writing. Students will develop a mature writing style appropriate to university discourse, sophistication in writing argumentative essays, mastery of the mechanics of writing, and proficiency in basic library research skills and in writing papers informed by research.

B. Student Learning

Students shall write complete essays that demonstrate the ability to:

1. refine the competencies established in Written Communication 1A;
2. use (locate, analyze, and evaluate) supporting materials, including independent library research, and identify key concepts and terms that describe the information needed;
3. select efficient and effective approaches for accessing information utilizing an appropriate investigative method or information retrieval system;
4. synthesize ideas encountered in multiple readings;
5. incorporate principles of design and communication to construct effective arguments; and
6. identify and discuss issues related to censorship and freedom of speech.

C. Content

- *Diversity.* Issues of diversity shall be incorporated in an appropriate manner.
- *Writing.* This course should emphasize those skills and activities in writing and thinking that produce 1) the persuasive argument, and 2) the critical essay, each of which demands analysis, interpretation, and evaluation. Writing assignments shall give students repeated practice in pre-writing, organizing, writing, revising, and editing. The number of writing assignments and their careful sequencing are as important as the total number of words written. Six to eight essays totaling a minimum of 8000 words are required. This minimum requirement excludes the final examination, journal writing, quizzes, or other informal or brief assignments. Although the majority of papers will be written outside of class, at least three essays shall be written in class. Students shall receive frequent evaluations from the instructor. Evaluative comments must be substantive, addressing the quality and form of writing.
- *Reading.* Reading for the course shall include useful models of writing for academic and general audiences; readings shall be used consistently with the course goal of enhancing ability in written communication and reading. A substantial portion of the reading should be devoted to analytical, critical, and argumentative essays. Instructors should help students develop and refine strategies for reading challenging material.
- *Research.* The course shall include an introduction to the library and to basic research strategies, including locating materials, evaluating them, using them effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly. Instructors shall ensure that students understand the economic, legal, and social issues surrounding the use of information and access, and how to use information ethically and legally. Instructors shall assign a traditional research paper or a series of short essays in which library research informs the student's position or thesis.

D. Support

- *Tutoring.* Students may be required to attend tutoring sessions as a co-requisite to completing the course.
- *Class size.* Class sections shall normally be limited to 25 students. It is not acceptable to increase the number of students and use readers or teaching assistants for paper grading or discussion sections.
- *Grading.* A/B/C/No Credit. (Note: an earned grade of "C-" will receive no credit for the course.)
- *Prerequisites.* Passage of Written Communication IA or approved equivalent course *and* passage of the English Proficiency Test (EPT), unless exempt.

- *Instructor qualifications*
 - an understanding and appreciation of General Education;
 - a doctorate (preferred but not required);
 - college-level teaching experience or advanced (graduate) training in the subject matter of the course;
 - a professional commitment to the learning needs of a diverse student body;
 - sections designed for foreign students require substantial formal training and experience in teaching speakers of other languages, in addition to above requirements; and
 - teaching associates shall be allowed to teach a GE course only after training and under the close supervision of an expert in the field.

E. Assessment

- *Common final exam.* All students taking a course to fulfill Written Communication 1B shall take an essay final, consonant with the goals and objectives of the course, to be graded holistically and to count 20 percent toward the course grade. This examination shall be constructed around two college-level reading passages.
- *Guidelines.* Any department offering a course to meet the requirement shall for each course write detailed course guidelines in accordance with these criteria. These departmental guidelines shall be distributed each semester to all faculty members teaching the course.
- Writing shall be assessed for grammar, clarity, conciseness and coherence.
- In accordance with the approved assessment plan, the course coordinator/department chair will summarize the assessment results according to the procedure for submitting courses for continuing certification in General Education.

Core General Education: SOCIAL SCIENCES

(D1, D2, D3)

A. Goals

Social Science courses should increase the student's understanding of human behavior and social interaction in the context of value systems, economic structures, political institutions, social groups, and natural environments.

B. Student Learning

Students shall be able to identify and analyze the social dimension of society as a context for human life, the processes of social change and social continuity, the role of human agency in those social processes, and the forces that engender social cohesion and fragmentation. Students will be able to:

1. place contemporary developments in cultural, historical, environmental, and spatial contexts;
 2. identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them; and
 3. evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues.
- **Human Behavior** (D1) students will be able to recognize the interaction of social institutions, culture, and environment with the behavior of individuals.
 - **Comparative Systems, Cultures and Environments** (D2) students will be able to compare and contrast two or more ethnic groups, cultures, regions, nations, or social systems.
 - **Social Issues** (D3) students will be able to apply multidisciplinary material to a topic relevant to policy and social action at the local, national, and/or international levels.

C. Content

- Students must complete at least one course each in Human Behavior, Comparative Systems, and Social Issues.
- *Diversity*. Issues of diversity shall be incorporated in an appropriate manner.
- *Writing*. The minimum writing requirement is 1500 words in a language and style appropriate to the discipline. For departments that teach D1 sections greater than 40 students, a summary shall be provided, with Certification or Continuing Certification packets, indicating how practice, feedback, and revisions in writing will be addressed with larger sections.
- All courses in Social Science should include content to promote all of the above competencies.

D. Support

- *Class size*. Human Behavior (D1) class sections shall normally be limited to 40 students.
- *Instructor qualifications*
 - an understanding and appreciation of General Education;
 - a doctorate (preferred but not required);
 - college-level teaching experience or advanced (graduate) training in the subject matter of the course;
 - a professional commitment to the learning needs of a diverse student body;
 - sections designed for foreign students require substantial formal training and experience in teaching speakers of other languages, in addition to the above requirements; and
 - teaching associates shall be allowed to teach a GE course only after training and under the close supervision of an expert in the field.

E. Assessment

- Writing shall be assessed for grammar, clarity, conciseness and coherence.
- In accordance with the approved assessment plan, the course coordinator/department chair will summarize the assessment results according to the procedure for submitting courses for continuing certification in General Education.

F. American Institutions Requirement

American Institutions courses may satisfy Core Area D requirements if they meet the following conditions:

- consist of at least a six-unit package that is interdisciplinary and team-taught;
- focus on cultural pluralism; and
- meet the criteria for Institutions and Core Areas D2 and D3.

Core General Education: HUMAN UNDERSTANDING AND DEVELOPMENT

(E)

A. Goals

Students will understand themselves as integrated physiological, social, and psychological entities who are able to formulate strategies for lifelong personal development. Courses shall address challenges confronting students who are entering the complex social system of the university, so that students can employ available university resources to support academic and personal development.

B. Student Learning

Students shall:

1. recognize the physiological, social/cultural, and psychological influences on their well-being;
2. recognize the interrelation of the physiological, social/cultural, and psychological factors on their development across the lifespan;
3. use appropriate social skills to enhance learning and develop positive interpersonal relationships with diverse groups and individuals; and
4. recognize themselves as individuals undergoing a particular stage of human development, how their well being is affected by the university's academic and social systems, and how they can facilitate their development within the university environment.

C. Content

- *Diversity.* Courses shall incorporate issues of diversity in an appropriate manner.
- *Writing.* The minimum writing requirement is 1500 words in a language and style appropriate to the discipline.

Courses shall enable students to achieve the competencies described above by including:

- a focus on the interdependence of the physiological, social/cultural, and psychological factors that contribute to the process of human development and determine the limitations, potential, and options of the individual across the lifespan;
- an understanding of the university as a learning center for the integrated person, an introduction to its resources, and an appreciation for the intellectual and social vitality of the campus community;
- an inventory and evaluation of university-level learning skills (e.g. methods of inquiry, critical thinking, study skills, research skills, information literacy), and an exploration of the application of these skills to the student's academic and personal development and;
- an understanding of ethics and integrity in academic and non-academic settings.

D. Support

- It is strongly recommended that students complete this course during their first two semesters of matriculation.
- *Instructor qualifications*
 - an understanding and appreciation of General Education;
 - a doctorate (preferred but not required);
 - college-level teaching experience or advanced (graduate) training in the subject matter of the course;
 - a professional commitment to the learning needs of a diverse student body;
 - sections designed for foreign students require substantial formal training and experience in teaching speakers of other languages, in addition to above requirements; and
 - teaching associates shall be allowed to teach a GE course only after training and under the close supervision of an expert in the field.

E. Assessment

- Writing shall be assessed for grammar, clarity, conciseness and coherence.
- In accordance with the approved assessment plan, the course coordinator/department chair will summarize the assessment results according to the procedure for submitting courses for continuing certification in General Education.

GRADUATION REQUIREMENTS

American Institutions

(F1, F2, F3)

1. Goals

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

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

2. Student Learning

To fulfill the requirements for *U.S. History*, students should consider the principal events, developments, ideas, politics, and international relations in all the territories now in the United States from the beginnings of this society until the present. While considering these trends, students should be asked to analyze certain themes including:

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

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

- the foundations of the political system, including the evolution of the philosophies of the U.S. and California constitutions, political culture, separation of powers, bureaucracy, federalism, and relations among various levels of government. Students should also analyze the evolving institutions of government, including a study of the powers of the President, Congress, and the Judiciary;
- the links between the people and government, including participation and voting, political parties, interest groups, and public opinion and socialization. Students should also analyze the rights and obligations of citizens, the tension between various freedoms of expression and due process and the maintenance of order, and the efforts to end racial and gender discrimination in both the public and private sectors of society; and
- the operations of California government, including the similarities and differences between the California and U.S. Constitutions, the relationship between state and local government in California, the basic issues of California politics, and a careful assessment of the impact of demographic changes on the history and politics of the state and the nation.

Students should also demonstrate:

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

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

3. Content

- *Diversity*. Issues of diversity shall be incorporated in an appropriate manner.
- *Writing*. The minimum writing requirement is 1500 words in a language and style appropriate to the discipline.
- All courses in American Institutions should include content to promote all of the above competencies.

4. Support

- *Instructor Qualifications*
 - an understanding and appreciation of General Education;
 - a doctorate (preferred but not required);
 - college-level teaching experience or advanced graduate training in history or political science or interdisciplinary fields with emphasis in history or political science, knowledge and understanding of the roles of major United States ethnic and social groups;
 - a professional commitment to the learning needs of a diverse student body;
 - sections designed for students require substantial formal training and experience in teaching speakers of other languages, in addition to the above requirements; and
 - teaching associates shall be allowed to teach a GE course only after training and under the close supervision of an expert in the field.

5. Assessment

- Writing shall be assessed for grammar, clarity, conciseness and coherence.
- In accordance with the approved assessment plan, the course coordinator/department chair will summarize the assessment results according to the procedure for submitting courses for continuing certification in General Education.

6. General Education Requirement

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

- consist of at least a six-unit package that is interdisciplinary and team-taught;
- focus on cultural pluralism; and
- meet the criteria for Institutions and the Core General Education Area C and/or D.

SJSU Studies

(Formerly Advanced GE)

- Integrated Knowledge of an Educated Person
 - These courses will help students become integrated thinkers who can see connections between and among a variety of concepts and ideas. An educated person will be able to apply concepts and foundations learned in one area to other areas as part of a lifelong learning process. These courses will help students to live and work intelligently, responsibly, and cooperatively in a multicultural society and to develop abilities to address complex issues and problems using disciplined analytic skills and creative techniques.
 - i. Earth and Environment (R)
 - ii. Self, Society & Equality in the U.S. (S)
 - iii. Culture, Civilization & Global Understanding (V)
 - iv. Written Communication II (Z)

Note: Courses used to satisfy Areas R, S, and V must be taken from three separate SJSU departments, or other distinct academic units (having own HEGIS Code).

SJSU Studies: EARTH AND ENVIRONMENT (R)

(For students beginning continuous enrollment in Fall 2005 or later, completion of, or co-registration in, a 100W course is required for enrollment in all SJSU Studies courses. Courses used to satisfy Areas R, S, and V must be taken from three separate SJSU departments, or other distinct academic units {having own HEGIS Code}).

A. Goals

Students will cultivate knowledge of the scientific study of the physical universe and its life forms. Students will understand and appreciate the interrelationship of science and human beings to each other.

B. Student Learning

Within the particular scientific content of the course, a student should be able to:

1. demonstrate an understanding of the methods and limits of scientific investigation;
2. distinguish science from pseudo-science; and
3. apply a scientific approach to answer questions about the earth and environment.

C. Content

- *Diversity.* Issues of diversity shall be incorporated in an appropriate manner.
- *Writing.* Written assignments should include both in-class and out-of-class writing, giving 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. A minimum of 3000 words of writing is required in a language and style appropriate for the discipline.
- *Civic Learning.* Courses shall address the civic relevance of the topic in an appropriate manner.
- Courses will focus on the scientific study of life forms or the physical universe, based on knowledge and skills established in Core GE Science.

D. Support

- *Prerequisites*
 - Passage of the Writing Skills Test (WST)
 - 100W is a prerequisite or co-requisite for all Earth and Environment courses
 - Upper division standing (60 units)
 - Completion of Core General Education
- *Class size.* Class sections shall normally be limited to 40 students.

- *Pedagogical Approach*
 - Courses shall focus on issues or present perspectives from different academic disciplines.
 - Courses shall require students to apply basic skills (reading, writing, speaking, critical thinking, research, and mathematics) and to utilize knowledge gained in Core General Education courses.
- *Active Learning*
 - Each course shall provide for active student participation. The course may not be exclusively lecture format.
 - Assignments must utilize library research and oral and written communication skills.
 - Courses should promote reflective processes and critical analysis.
- *Primary sources.* Course materials (readings, research) must include primary sources appropriate to the discipline (e.g. scholarly journal articles, original artwork)
- *Instructor qualifications*
 - an understanding and appreciation of General Education;
 - a doctorate (preferred but not required);
 - college-level teaching experience or advanced (graduate) training in the subject matter of the course;
 - a professional commitment to the learning needs of a diverse student body;
 - sections designed for foreign students require substantial formal training and experience in teaching speakers of other languages, in addition to above requirements; and
 - teaching associates shall be allowed to teach a GE course only after training and under the close supervision of an expert in the field.

E. Assessment

- Writing shall be assessed for grammar, clarity, conciseness and coherence.
- In accordance with the approved assessment plan, the course coordinator/department chair will summarize the assessment results according to the procedure for submitting courses for continuing certification in General Education.

SJSU Studies: SELF, SOCIETY, & EQUALITY IN THE U.S. (S)

(For students beginning continuous enrollment in Fall 2005 or later, completion of, or co-registration in, a 100W course is required for enrollment in all SJSU Studies courses. Courses used to satisfy Areas R, S, and V must be taken from three separate SJSU departments, or other distinct academic units {having own HEGIS Code}).

A. Goals

Students will study the interrelationship of individuals, racial groups, and cultural groups to understand and appreciate issues of diversity, equality, and structured inequality in the U.S., its institutions, and its cultures.

B. Student Learning

After successfully completing the course, students shall be able to:

1. describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality;
2. describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.;
3. describe social actions which have led to greater equality and social justice in the U.S. (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age).; and
4. recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.

C. Content

- *Diversity.* Issues of diversity shall be incorporated in an appropriate manner.
- *Writing.* Written assignments should include both in-class and out-of-class writing, giving 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. A minimum of 3000 words of writing is required in a language and style appropriate for the discipline.
- *Civic Learning.* Courses shall address the civic relevance of the topic in an appropriate manner.
- *Values Clarification:* Students should demonstrate their ability to articulate and discuss their values, understand the source of those values, and engage in civil discourse.
- All courses in Self, Society, and Equality in the U.S. should include content to promote all of the above competencies.

D. Support

- *Prerequisites*
 - Passage of the Writing Skills Test (WST)
 - 100W is prerequisite or co-requisite to all Self, Society, and Equality in the U.S. courses
 - Upper division standing (60 units)
 - Completion of Core General Education
- *Class size.* Class sections shall normally be limited to 40 students.
- *Pedagogical Approach*
 - Courses shall focus either on issues or present perspectives from different academic disciplines.
 - Courses shall require students to apply basic skills (reading, writing, speaking, critical thinking, research, and mathematics) and to utilize knowledge gained in Core General Education courses.
- *Active Learning*
 - Each course shall provide for active student participation. The class may not be exclusively lecture format.
 - Assignments must utilize library research and oral and written communication skills.
 - Courses should promote reflective processes and critical analysis.

- *Primary sources.* Course materials (readings, research) must include primary sources appropriate to the discipline (e.g. scholarly journal articles, original artwork)
- *Instructor qualifications*
 - an understanding and appreciation of General Education;
 - a doctorate (preferred but not required);
 - college-level teaching experience or advanced (graduate) training in the subject matter of the course;
 - a professional commitment to the learning needs of a diverse student body;
 - sections designed for foreign students require substantial formal training and experience in teaching speakers of other languages, in addition to above requirements; and
 - teaching associates shall be allowed to teach a GE course only after training and under the close supervision of an expert in the field.

E. Assessment

- Writing shall be assessed for grammar, clarity, conciseness and coherence.
- In accordance with the approved assessment plan, the course coordinator/department chair will summarize the assessment results according to the procedure for submitting courses for continuing certification in General Education.

SJSU Studies: CULTURE, CIVILIZATION, & GLOBAL UNDERSTANDING

(V)

(For students beginning continuous enrollment in Fall 2005 or later, completion of, or co-registration in, a 100W course is required for enrollment in all SJSU Studies courses. Courses used to satisfy Areas R, S, and V must be taken from three separate SJSU departments, or other distinct academic units {having own HEGIS Code}).

A. Goals

Courses in Culture, Civilization, and Global Understanding should give students an appreciation for human expression in cultures outside the U.S. and an understanding of how that expression has developed over time. These courses should also increase students' understanding of how traditions of cultures outside the U.S. have influenced American culture and society, as well as how cultures in general both develop distinctive features and interact with other cultures.

B. Student Learning

Students shall be able to:

1. compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, and/or attitudes of people from more than one culture outside the U.S.;
2. identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture; and
3. explain how a culture outside the U.S. has changed in response to internal and external pressures.

C. Content

- *Diversity.* Issues of diversity shall be incorporated in an appropriate manner.
- *Writing.* Written assignments should include both in-class and out-of-class writing, giving 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. A minimum of 3000 words of writing is required in a language and style appropriate for the discipline.
- *Civic Learning.* Courses shall address the civic relevance of the topic in an appropriate manner.
- *Values Clarification:* Students should demonstrate their ability to articulate and discuss their values and engage in civil discourse.
- Courses will address significant achievements of the human intellect and imagination in a comparative context to understand and appreciate different ideas, cultures, values, religions, institutions, languages, and peoples of the world.

D. Support

- *Prerequisites*
 - Passage of the Writing Skills Test (WST)
 - 100W is prerequisite or co-requisite to all Culture, Civilization and Global Understanding courses
 - Upper division standing (60 units)
 - Completion of Core General Education
- *Class size.* Class sections shall normally be limited to 40 students.
- *Pedagogical Approach*
 - Courses shall focus on issues or present perspectives from different academic disciplines.
 - Courses shall require students to apply basic skills (reading, writing, speaking, critical thinking, research, and mathematics) and to utilize knowledge gained in Core General Education courses.
- *Active Learning*

- Each course shall provide for active student participation. The course may not be exclusively lecture format.
- Assignments must utilize library research and oral and written communication skills.
- Courses should promote reflective processes and critical analysis.
- *Primary sources.* Class materials (readings, research) must include primary sources appropriate to the discipline (e.g. scholarly journal articles, original artwork)
- *Instructor qualifications*
 - an understanding and appreciation of General Education;
 - a doctorate (preferred but not required);
 - college-level teaching experience or advanced (graduate) training in the subject matter of the course;
 - a professional commitment to the learning needs of a diverse student body;
 - sections designed for foreign students require substantial formal training and experience in teaching speakers of other languages, in addition to above requirements; and
 - teaching associates shall be allowed to teach a GE course only after training and under the close supervision of an expert in the field.

E. Assessment

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SJSU Studies: WRITTEN COMMUNICATION II (Z)

A. **Goals**

Students will develop advanced proficiency in college-level writing and appropriate contemporary research strategies and methodologies to communicate effectively to both specialized and general audiences. Written Communication II should reinforce and advance the abilities developed in Written Communication IA and IB, and broaden and deepen these to include mastery of the discourse peculiar to the discipline in which the course is taught.

B. **Student Learning**

Students shall write complete essays that demonstrate college-level proficiency. Students shall be able to:

1. refine the competencies established in Written Communication IA and IB (see pages 12 & 21);
2. express (explain, analyze, develop, and criticize) ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse; and
3. organize and develop essays and documents for both professional and general audiences, including appropriate editorial standards for citing primary and secondary sources.

C. **Content**

- *Diversity.* Issues of diversity shall be incorporated in an appropriate manner.
- *Writing.* Written assignments should include both in-class and out-of-class writing, giving students practice and feedback throughout the semester. A single final term paper would not satisfy the requirement. Assignments will total a minimum of 8000 words assigned throughout the semester, providing frequent practice and feedback for improving application skills. Course syllabi must reflect assignments that meet the 8000 word minimum.
- *Reading.* Readings used in the course should be models of excellence.
- *Discipline.* Written Communication II courses are discipline specific. All courses will use language and forms of writing appropriate to the discipline.

D. **Support**

- *Class structure.* Class sections shall normally be limited to 25 students per section, with a maximum of 100 students per instructor per term and no class shorter than six weeks.
- *Prerequisites*
 - A grade of "C" or better in English 1B
 - Passage of the Writing Skills Test (WST)
 - Upper division standing (60 units)
 - Completion of Core GE

- *Pedagogical Approach*
 - Courses shall focus on issues or present perspectives from different academic disciplines.
 - Courses shall require students to apply basic skills (reading, writing, speaking, critical thinking, research, and mathematics) and to utilize knowledge gained in Core General Education courses.
- *Active Learning*
 - Each course shall provide for active student participation. The course may not be exclusively lecture format.
 - Assignments must utilize library research and oral and written communication skills.
 - Courses should promote reflective processes and critical analysis.
- *Primary sources.* Course materials (readings, research) must include primary sources appropriate to the discipline (e.g. scholarly journal articles, original artwork)
- *Instructor qualifications*
 - an understanding and appreciation of General Education;
 - a doctorate (preferred but not required);
 - college-level teaching experience or advanced (graduate) training in the subject matter of the course;
 - a professional commitment to the learning needs of a diverse student body;
 - sections designed for foreign students require substantial formal training and experience in teaching speakers of other languages, in addition to above requirements; and
 - teaching associates shall be allowed to teach a GE course only after training and under the close supervision of an expert in the field.

E. Assessment

- Writing shall be assessed for grammar, clarity, conciseness and coherence.
- In accordance with the approved assessment plan, the course coordinator/department chair will summarize the assessment results according to the procedure for submitting courses for continuing certification in General Education.

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March 2, 2005