

SAN JOSÉ STATE UNIVERSITY ACADEMIC SENATE

2021/2022

Agenda

February 28, 2022, 2:00 pm – 5:00 pm

via Zoom: <https://sjsu.zoom.us/j/84948474084>

If you would like to attend this meeting, please contact the Chair (Karthika.Sasikumar@sjsu.edu) or the Senate Administrator (Eva.Joice@sjsu.edu) for the password.

- I. Call to Order and Roll Call:**
- II. Land Acknowledgement:**
- III. Approval of Minutes:**
Senate Minutes of February 7, 2022
- IV. Communications and Questions:**
 - A. From the Chair of the Senate
 - B. From the President of the University
- V. Executive Committee Report:**
 - A. Minutes of the Executive Committee –
Executive Committee Minutes of January 18, 2022
Executive Committee Minutes of January 31, 2022
 - B. Consent Calendar –
Consent Calendar of February 28, 2022
 - C. Executive Committee Action Items –
- VI. Unfinished Business:**
- VIII. Policy Committee and University Library Board Action Items (In rotation):**
 - A. **Instruction and Student Affairs Committee (I&SA):**
AS 1826, Policy Recommendation, Student Excused Absences (Final Reading)
 - B. **Professional Standards Committee (PS):**
AS 1829, Policy Recommendation, Amendment G to University Policy S15-8, Retention, Tenure and Promotion for Regular Faculty Employees: Criteria and Standards: To include within the category of Scholarly/Artistic/ Professional Achievement, activities that specifically enhance inclusion, educational equity and achievement in the surrounding and broader communities (First Reading)

- C. **Curriculum and Research Committee (C&R):**
AS 1807, Policy Recommendation, Adoption of Guidelines for General Education (GE), American Institutions (AI), and the Graduation Writing Assessment Requirement (GWAR) (Final Reading)

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

AS 1791, Policy Recommendation, Accessibility in Curricular Materials (Final Reading)

- D. **Organization and Government Committee (O&G):**
AS 1828, Policy Recommendation, Amendment A to University Policy F08-4, Sabbatical Policy (Final Reading).

- E. **University Library Board (ULB):**

IX. Special Committee Reports:

Report by Police Chief Michael Carroll of the University Police Department (UPD), **Time Certain: 3:00 p.m.**

X. New Business:

XI. State of the University Announcements:

- A. Vice President for Student Affairs
- B. Chief Diversity Officer
- C. SJSU Faculty Trustee (by standing invitation)
- D. Statewide Academic Senators
- E. Provost
- F. Associated Students President
- G. Vice President for Administration and Finance

XII. Adjournment

2021-2022 Academic Senate Minutes
February 7, 2022

I. The meeting was called to order at 2:00 p.m. and roll call was taken by the Senate Administrator. Fifty Senators were present.

Ex Officio: Present: Van Selst, Curry, Rodan, Kaur Absent: None	CHHS Representatives: Present: Sen, Smith, Schultz-Krohn, Baur Absent: None
Administrative Representatives: Present: Perez, Day, Del Casino, Faas, Wong(Lau) Absent: None	COB Representatives: Present: Rao, Tian Absent: None
Deans / AVPs: Present: Lattimer, Ehrman, d'Alarcao, Shillington Absent: None	COED Representatives: Present: Mathur Absent: Muñoz-Muñoz
Students: Present: Cramer, Walker, Allen Sandoval-Rios, Kumar Absent: Chuang	ENGR Representatives: Present: Saldamli, Kao Absent: None
Alumni Representative: Absent: Walters	H&A Representatives: Present: Khan, Frazier Han, Massey, Kataoka, Riley Absent: None
Emeritus Representative: Present: Jochim	COS Representatives: Present: French, White, Switz, Andreopoulos Absent: None
Honorary Representative: Present: Peter, Lessow-Hurley Absent: None	COSS Representatives: Present: Hart, Sasikumar, Wilson, Raman, Haverfield Absent: None
General Unit Representatives: Present: Monday, Higgins, Masegian, Lee, Yang Absent: None	

II. Land Acknowledgement: The land acknowledgement is a formal statement that recognizes the history and legacy of colonialism that has impacted our Indigenous peoples, their traditional territories, and their practices. It is a simple and powerful way of showing respect and a step towards correcting the stories and practices that have erased our Indigenous people’s history and culture and it is a step towards inviting and honoring the truth. Senator Massey read the Land Acknowledgement.

III. Approval of Academic Senate Minutes–
 The Senate approved the Senate minutes of October 25, 2021 (40-0-7).
 The Senate approved the Senate minutes of December 6, 2021 (38-0-7).

IV. Communications and Questions –

A. From the Chair of the Senate:

Acting Chair Sasikumar announced the meeting would be recorded for the purpose of preparing the minutes. Only the Senate Chair and Senate Administrator will have access. Please keep yourself muted unless speaking. Only Senators may speak and vote in the Senate meetings. Roll call will be taken by the Senate Administrator using the participant list, so be sure your full name shows. Please type “SL” to speak to a resolution in the chat. If you wish to speak to an amendment please type, ”SL Amendment” into the chat. If you have a longer amendment, please type it into the chat and send to AVC Massey. Remember that the chat is visible to all and even the direct chat is visible to the Chair and Senate Administrator in the saved version of the meeting, so be cautious.

Acting Chair Sasikumar welcomed guests to the Senate meeting and asked them to remember they cannot vote in the polls.

Acting Chair Sasikumar welcomed our newest Senator from the College of Science, Senator William Andreopoulos.

Acting Chair Sasikumar thanked Senators Frazier, Mathur, and Schultz-Krohn as well as the Senate Administrator Eva Joice for all their help with the quick departure of Chair McKee and with Vice Chair Sasikumar’s transition into the role of Acting Senate Chair. Senators Mathur and Schultz-Krohn will share some of the responsibilities of the Senate Chair this semester.

Acting Chair Sasikumar announced that Senator Sullivan-Green would be on sabbatical this semester and that the Executive Committee had voted to approve appointing Senator Frazier as the Chair of the Instruction and Student Affairs Committee (I&SA) during the break. Senator Frazier was a past Chair of the I&SA Committee and has also been Vice Chair and Chair of the Senate. We are very grateful to have him step into the role as Chair of I&SA.

B. From the President:

President Perez commented on the great job that Acting Chair Sasikumar has been doing since she took over for Chair McKee. The president recognized all the faculty and staff at SJSU and said what a great campus it is to work for and that he is looking forward to working with everyone. President Perez commented that this university should be proud of the environment we’ve created for our faculty, staff, and students. The president feels very lucky to be working on our campus.

The president gave a brief history of the positions he has held. Interim President Perez has been a professor since 1994. He went to graduate school at UC Davis. He grew up in California and various positions around

the country before accepting a position at CSU Sacramento State in 2001. His very first year at Sacramento State he was on the Senate. He was affiliated or working with the Senate at Sacramento State for the next 20 years. He served on the Executive Committee his second year. He was Vice Chair twice, but never Chair of the Senate.

The president sees the value of bringing people from each department and different places across the university together to talk about what we are doing, what we should be doing, and how we should do it. Often times that is really good conversation, sometimes it results in heated debates. Almost every time there is some difference of opinion, but it is something we can work out as long as we keep our ideas about what we are here for and what we are trying to accomplish in front of us. The president is sure we can do that here. The structure of our Senate is different from the one the president had grown accustomed to at Sacramento State, but it is a structure he likes. It looks very inclusive of different areas of the university where everyone can come share, talk, and work out what we need to do and he is very excited to be here working with the Senate.

Interim President Perez commented that It is hard to work at a place that does so many positive things and then read in the paper when something negative happens, which in this case involved some of our student athletes being harmed. That is not what we are here for and it took us too long to respond to that. We are here to support our students. That is our responsibility. We are going to acknowledge and look at what happened and then we are going to make changes. We are going to be transparent about all of it. This is not how you want other people to read about our institution. There are so many good things that come out of SJSU. We have already made changes and will continue to do so. The president pledged to work every single day to foster an environment where everybody feels free to be themselves. The president enjoys this part of the job. He learns something new every day. Last week he went to see Moss Landing Marine Laboratory, and Friday night he went to the Hammer Theatre and got to see our students dance. The president said we have a lot of hard work to do, but his pledge to us is that we will do it together.

Questions:

Q: My question has to do with the story that broke in the Mercury News yesterday about then Interim President Susan Martin having told then incoming President Mary Papazian about the sexual abuse claims in Athletics. SJSU faculty strongly want both transparency and accountability on this campus. What will the administration do to make sure all of the people involved in this will be held accountable?

A: [Interim President Perez] You will see what we are going to do as we act. I've been here for a month. I've been reading the reports. As I get more information and begin to see those that were involved, we will act in response

to that information and hold those responsible individuals accountable. Some action has already been taken, but we will continue to make structural changes. We've already hired a new Title IX Director. He is a tremendous individual that I've known for years at Sacramento State. He will build a strong office and will enhance resources as well as make sure we have what we need to do our jobs well. We will enhance training and communication and hold individuals accountable as well. Our jobs are to support our students' safety and wellbeing. I have two children that are away at college, and I want our students to be treated the way I want my children treated while they are away at college.

Q: Welcome President Perez. Faculty need to feel that if they become whistleblowers in the future, they are safe here. We want to build a culture that rewards people for trying to take care of our students the way we should, not one that punishes them. This will take a lot of work. How do you change a culture that has become deeply affected and almost cynical after what we have witnessed? We want to help you.

A: Thank you very much. I have been an "Interim" lots of places. I was an Interim Department Chair, Interim Dean, and Interim Provost. I've taken this position on with vigor and enthusiasm. The only way I know how to do the job is to do what is best for the institution. It is interesting where whistleblower laws come from and I may be wrong, but we are a public institution and as a public institution we need to be accountable to taxpayers. One potential place the whistleblower laws came from is from people speaking up about money being spent where it shouldn't be, and those people needed to be protected from retaliation. These laws are even more important when we are talking about the health, safety, and wellbeing of our students. We need to encourage people to speak up. I grew up in a small town. We can't see everything on a campus of 30,000 people so we need to be like a small town. In a small town people are always watching over your children. You know that somebody somewhere will see what your children are doing and will let you know. People need to feel safe to speak up and then we need to foster an environment where retaliation is not acceptable and where we support those that do come forward.

V. Executive Committee Report:

A. Minutes of the Executive Committee:

Executive Committee Minutes of November 15, 2021

Executive Committee Minutes of November 22, 2021

Executive Committee Minutes of November 29, 2021

Executive Committee Minutes of January 12, 2021

Questions:

Q: Regarding the November 22, 2021, Executive Committee Minutes, I would just like to ask that the Statewide Senator section be more complete in the future. This set of minutes prepared by the AVC do not contain any

information about what is happening with the reports that are referenced. It just lists the reports.

B. Consent Calendar:

There was no dissent to the Consent Calendar of February 7, 2022.

C. Executive Committee Action Items:

Senate Endorsement of ***SM-S22-1, Amendment of Senate Bylaw 2.2, Inclusion of Leave of Absence Procedures for Senate Chair. The Senate voted to endorse SM-S22-1 (44-0-1).***

VI. **Unfinished Business:** None

VII. **Special Order of Business:**

Re-Election of Senate Chair (Chair Alison McKee) for AY 2022-2023 in accordance with bylaw 2.2.2.1. **The Senate voted and Chair McKee was re-elected (44-1-1).**

VIII. **Policy Committee and University Library Board Action Items (In rotation)**

A. Professional Standards Committee (PS):

Senator Schultz-Krohn presented ***AS 1824, Policy Recommendation, Amendment F to University Policy S15-8, Retention, Tenure, and Promotion for Regular Faculty Employees: Criteria and Standards: To Include within the category of service, activities that specifically enhance inclusion, educational equity, and engaged service with students and in the surrounding and broader communities (Final Reading).*** Senator Schultz-Krohn presented an amendment that was friendly to the body to replace “achievement gap” with “opportunity gap” in lines 52 and 83. Senator Wong(Lau) presented an amendment that was friendly to the body to replace the comma after “providing support to historically underserved students,” and replace it with a colon to read, “providing support to historically underserved students.”. **The Senate voted and AS 1824 passed as amended (40-0-2).**

B. Curriculum and Research Committee (C&R):

Senator White presented ***AS 1825, Policy Recommendation, Establishment, Reporting, Continuation and Termination of Campus Centers and Institutes (CCI), Formerly Known as Organized Research and Training Units, Rescinds University Policy S05-13 (Final Reading).*** **The Senate voted and AS 1825 passed as written (36-0-6).**

C. Organization and Government Committee (O&G):

Senator Hart presented ***AS 1827, Policy Recommendation, Amendment B to University Policy S15-3, Leaves of Absence for Students (First Reading).*** Senator Frazier presented a motion to suspend the rules and move the resolution from a first reading to a final

reading. Senator Riley seconded the motion. **The Senate voted on the Frazier motion and it passed (39-0-5). The Senate voted and AS 1827 passed as written (37-0-4).**

D. University Library Board (ULB): No report.

E. Instruction and Student Affairs Committee (I&SA):

Senator Frazier presented ***AS 1826, Policy Recommendation, Student Excused Absence Policy (First Reading)***.

We are here to get as much feedback as we can from the Academic Senate. Feel free to send Senator Frazier any additional feedback via email. We did not fill in the Workload section at the end of the policy as we are still determining that. One person is also listed as being both present and absent and we will correct that.

Questions:

Q: [I&SA Chair Frazier] In an Executive Committee Meeting, Provost Del Casino noted that it is not permitted to ask a student for a doctor's note. Can you clarify this Provost Del Casino?

A: [Provost Del Casino] You can ask for a doctor's note as a faculty member, but you cannot ask for details to be included in the note. It can state the student had a medical reason to be out on such and such date, but the faculty member cannot ask for the details. The student can provide the details if they want to, but you cannot ask for details. There is also a way a student can go to the Student Health Center (SHC) and have the SHC send that information out, but if we decide to go this route there will definitely be a financial impact. However, it would take the burden off the faculty member as to whether the note was appropriate.

Q: [Senator White] Did the committee consider that a valid absence might be presenting at a research conference or is that considered part of the academic conferences? If I&SA did not consider that would the committee consider making it a reason?

A: [Chair Frazier] The committee did not discuss this, but I will certainly take it back as a suggestion.

Q: [Senator Peter] My concern is about faculty becoming verifiers, if you go through the list the last bullet says, "personal instability in a student's life that temporarily affects their ability to attend class." How is a faculty member going to verify that without prying into a student's life? Wouldn't it be better if the student went to Counseling Center and they gave a note to the faculty member? In other words, would the committee consider finding ways of verifying these absences that don't put the faculty member in the position of having to intrude into the student's life?

A: [Chair Frazier] Yes. I should have said earlier, that I wasn't part of all the discussion last semester. I know there was a subcommittee that

included Senators Khan and Wilson. I'm thinking they might be able to answer whether that was discussed last semester?

A: [Senator Sen] I wanted to respond to Senator White's question about research conferences. We do have a bullet that says, "University-sanctioned leadership or academic conferences." I wonder if that would satisfy the Senate and Senator White?

Q: [Senator White] What I was asking is whether a research conference qualifies as an academic conference? If it does then that is fine, but if it doesn't then would the committee consider adding a bullet for research conferences?

A: [Senator French] We did actually have that conversation and academic conferences was intended to encompass all conferences.

A: [Senator Sen] Senator White are you saying that this is unclear to you and that you'd like a separate bullet point?

Q: [Senator White] Yes, I'd like to see the bullet point for Academic Conferences be changed to "Academic/Research Conferences".

C: [Senator French] We spent one entire meeting on verification and what we should and should not require and to what degree we should have to get into a student's personal life, so your feedback on this would be welcomed.

C: [Senator Wong(Lau)]: I think we need to be careful that we are not creating a situation where students are burdened with having to go in to get verification. There is difficulty sometimes getting an appointment with Counseling Services, especially if you are not considered to be in an immediate crisis. I just want to make sure that we are not creating barriers for students in that they feel they can't just go to the professor to work things out. I would discourage making it onerous for students or very, very difficult psychologically.

C: [Senator Rodan] Has the committee found similar policies on other campuses and if so, how does this policy here compare with those?

A: [Senator Frazier] I am once again going to defer to the rest of the committee for an answer since I was not there. Note: No one stepped up to comment for the committee. Senator Frazier said he would definitely take this back to the committee for follow-up, since it appears it was not discussed in the committee previously.

C: [Senator Cramer] I just wanted to echo what Senator Wong(Lau) had to say about concerns that students not feel burdened to prove they had a particular reason, when they are already going through extenuating circumstances.

C: [Senator Kaur] The intention behind this policy was not to put more strenuous demands on faculty or students. The intention was to create a policy that was fair and equitable for all students. There are some faculty that are stricter in this area while others are more flexible. I have had some instructors where the only excused absence was a death in the family. The intention of this policy is to outline the process for those faculty that are stricter on students so that it is fair to all students.

Q: [Senator Peter] Could the committee be a little more specific about the reasons for the policy. I think it is well known that we don't have an attendance policy here. Is the problem that there are faculty that are refusing to let students make up the assignments they have missed due to an absence?

A: [Senator Sen] Thank you for this question. This is something we really discussed in the committee. Our student leaders were great advocates for the requirement of a policy, because there were faculty members that were not being as "kind" and students need something concrete they can take with them to talk to the faculty member.

A: [Senator Day] I think this is a great start to the policy. However, what I can tell you is that Student Health Centers (SHCs) have been moving away from verification. The reason they have been moving away from verification is the same reason we have been discussing here. Quite often students and their doctors do not want to divulge specific conditions. I think just having the criteria will be helpful. I would be happy to work with the committee on this.

IX. Special Committee Reports: None

X. New Business: None

XI. State of the University Announcements:

A. Chief Diversity Officer (CDO):

[CDO Wong(Lau)] This is Black History Month. There are a lot of activities across our campus. I will share a link in the chat to the programming. I want to thank Senator Yang and all the folks that have been working so hard on these events. This year the national theme is Black Health and Wellness.

I just want to remind everyone about the volcano in Tonga. We have students, faculty, and staff that have homes and or relatives in Tonga. There are a lot of local organizations in the East Bay, and San Mateo County in particular, that have been organizing relief efforts. Many of our student athletes also have families in Tonga. I have been checking in with them.

The category of "caste" has been added as a protective class in CSU policy against discrimination and exclusion.

Monica Allen has returned to Co-Chair the Campus Committee on Diversity, Equity and Inclusion (CCDEI) this semester along with Angie Ortega-McGhee. We have decided to add some representatives from employee affinity groups with the exception of the Black and Latinx Community only because they have permanent representation on the committee already. We have our first meeting on February 11, 2022. President Perez will be joining

us on the 18th. The CDO will be working with President Perez on meet and greet opportunities with the various groups on campus.

The CDO's Office and CGR have been working with different VPs and PLC members on their anti-racism plans submitted through the PLC. Some divisions have done some pretty robust work and some divisions need more help.

Folks from Facilities Development and Operations (FD&O) will be meeting with folks from the Muslim Student Association as well as a few faculty and staff to look at spaces for supplemental prayer and meditation space to accommodate after hours as well as larger groups.

Questions:

Q: [Senator Curry] On Friday one of the members of your department visited the members of the Chicanx/Latinx Staff and Faculty Association. Her name was Fernanda Perdomo-Arciniegas I believe. She said she has been appointed to handle Chicanx/Latinx issues. Can you speak to this please?

A: [CDO Wong(Lau), she was appointed back in December 2021. We created that interim position based on the success of the other directors position occupied by Dr. Patience Bryant, Interim Director of Black/African-American Equity. Part of the creation of these two positions is in response to the challenges of working collectively across units on common issues of systemic racism. We have found Dr. Bryant's position to be very useful in addressing these issues and wanted to create a similar position for the Chicanx/Latinx Community on campus since Chicanx/Latinx students make up about over 1/4 of our campus. These positions are not designed to create programs for us. They actually work on helping other units with their current programs. We don't have programs that fall directly under the ODEI. We partner with other units.

B. CSU Faculty Trustee:

[Trustee Romey Sabalius] Two weeks ago the tentative Collective Bargaining Agreement (CBA) was ratified by the Board of Trustees (BOT) and last week it was ratified by a large margin of over 90% of the California Faculty Association (CFA) members. The last contract under Chancellor Reed was forced to come about by a faculty strike and to reach the last agreement under Chancellor White it came very close to a strike. This is why I was very happy to see that under Chancellor Castro it didn't take the threat of labor action to come to an agreement. There are several levels of increases including: a lump sum COVID bonus pay; cost of living increases; salary step increases; and post promotion increases.

The most important item regarding faculty at the BOT meeting was the discontinuation of standardized examinations for admission to the CSU. We are talking about the SAT/ACT tests for undergraduate students. These tests

were found to provide negligible additional value in terms of the college preparedness of our students. Also, the discrepancies between students from affluent communities versus the students from non-affluent communities were hard to ignore so in lieu of this former eligibility index, which was a combination of the Grade Point Average (GPA) and the SAT/ACT scores, the campus will base admission on a number of supplemental factors from a list of 21 additional factors. We hope this will offer greater predictability of college preparedness.

A debate ensued about the desire of several of our campuses to offer professional doctorates not in conjunction with the UC. Several proposals were made as far back as 2018, but they were always pushed forward to another year. Some trustees have urged Chancellor Castro to engage the legislators to have sponsored legislation to that effect. It would require some legislative changes, because right now only the UC is authorized to offer independent doctorates. If we want to offer these doctorates independent from the UC, we must have legislative change. Chancellor Castro is generally in favor of offering these degrees, but he would like more groundwork to be done conferring with the UC, the California Community Colleges (CCC), and getting some preliminary legislative support in order not to risk opposition from the UC as well as the legislators.

The search committee for the permanent president at SJSU has been formed. I will sit on that committee. I expect to have fora on the campus, possibly in person, if not, via zoom. We expect to get input from campus external and internal stakeholders on what kind of president we should look for. I expect this to happen later in the semester, maybe in April 2022. An announcement of who the new president will be will probably go out at the end of the fall semester.

Lastly, the governor presented his January 2022 budget proposal. I'm not so optimistic about the governor's proposal. I characterize the budget proposal as the good, the bad, and the ugly. The good part is that the governor has agreed with the CSU on the 5-year compact deal financing of the CSU. In those five years, our state budget should increase by 5% each year. This is almost a 3% increase to our entire operating budget. About 60% of our budget comes from the state and 40% comes from student tuition. That generally is good news, but I would like to still see that commitment of 5% over 5 years as the bottom or least amount it could be increased by. I still hope we can get additional funding, maybe even on a one-time basis. The bad is the allocation that is being given to us for our ongoing budget. The BOT have asked for approximately \$650 million for their priorities and faculty salary increases, etc. The governor has proposed to give the CSU about 1/3rd of that amount. If the CSU would give us all of the \$211 million for faculty salary increases, then yes we could get that 4% increase in faculty salaries for the next year. However, that isn't going to happen because the

CSU has other funding needs. It is only the governor's proposal and will be followed by the May revise. Having come to an agreement on the contract will allow the CFA and the CSU Administration to jointly go to Sacramento to lobby for salary increases. Now, we come to the ugly. The ugly is our one-time allocations. We asked for \$1 billion to cover our deferred maintenance costs and so far the governor has only promised \$100 million. This sounds like so much money, but keep in mind the CSU has an identified need of \$23 billion in deferred maintenance costs. SJSU has deferred maintenance costs that total \$600 million for our campus alone. This is what I call the ugly part of the budget. Hopefully with lobbying we can convince the governor and the legislators to give us additional funding.

Questions

Q: [Senator Peter] You mentioned that the search committee for the new SJSU president has been formed and you are on it, I trust you mean that is the BOT's search committee and not the advisory committee for the selection of the president that has SJSU faculty on it?

A: [Trustee Sabalius] I mean the trustees that will be on the search committee were identified two weeks ago. The search committee will include a lot more than these four trustees. Typically, the search committee for a president includes the Chair of the Academic Senate and usually another faculty representative.

C: [Senator Peter] We have our own campus policy for selecting representatives. I hadn't heard that the committee was forming already.

A: [Trustee Sabalius] I stand corrected. Only the four trustees who will serve on the committee have been identified. We are still in the very early stages of forming the committee. SJSU will follow its own policy for the selection of members.

C: Trustee Sabalius welcomed the Interim President Steve Perez and said it was a good sign that Interim President Perez was still in the meeting until the very end.

A: Interim President Steve Perez thanked Senator Sabalius, but said he would have to leave a few minutes early to take another meeting.

C. CSU Statewide Academic Senators:

[Senator Curry] The ASCSU held its plenary on January 20-21, 2022 following the policy committee meetings on January 19, 2022. The highlight of this plenary was the theme of consideration of faculty roles and recognition of shared governance; decisions over teaching modalities from a pedagogical standpoint; the process of reprimands and letters of recommendation; and finally, the active support of faculty supervision of Research, Scholarship and Creative Activity (RSCA) as assigned time and not a service based on the CBA.

In terms of general education (GE) changes, there were important discussions about AB 928 and the fiscal impact on proposed California Community Colleges. College baccalaureate programs garnered a lot of attention with three resolutions: AS 3515 was approved. There was a first reading of AS 3525 and AS 3526. I will email my report to you immediately after the meeting today.

Senator Van Selst is Chair of the Chancellor's GE Advisory Committee with involvement in the Intersegmental Council of Academic Senates and the Intersegmental General Education Transfer Curriculum (IGETC) Committee. The Curriculum Committee provided vital information for discussion on our campus. Senator Van Selst has provided reports that are included with the report I will email all of you after the meeting today.

A survey is being conducted by the Chancellor's Office for the system regarding AB 928 and it is imperative that we all know this and ensure that our voices are heard in all of these curriculum matters. They will impact our instruction and ability to meet our own mission.

I provided only highlights of the resolutions, but I encourage all of you to review them. I hope by now you are all aware that I provide the links to the summary of all the resolutions. It is important for you to see them and read all of them. We encourage you to provide feedback to any of the three of us, especially first reading resolutions that will include discussions at our next interim meetings on this Friday and will be officially introduced at the March plenary on March 17-18, 2022.

One of the most important resolutions is the ASCSU Endorsement of the California State Student Association (CSSA) Resolution, "Calling for the CSU to Include Caste in Anti-Discriminatory Policy." There is also an opportunity to provide input into the Academic Affairs proposal to develop a report focusing on "The CSU faculty perspective on the future of higher education in California," which is an effort led by our own Senator Rodan.

Lastly, during the plenary there was dedicated time for faculty throughout the system to talk about the persistent problems arising out of prolonged COVID accommodations and problems encountered by faculty. The discussion entailed testimonials from many of our colleagues highlighting the importance of chronic fatigue not captured by the mental health discussions that CSU faculty, staff and students have been enduring during COVID while managing personal and familial losses and challenges. I think you will all agree that we will never return to things before COVID and that it is important to find ways to create new cultures of survival, persistence, and conviviality. Thank you for your attention and I am happy to take questions or comments.

D. Provost:

[Provost Del Casino] We have our accreditation review this spring. That includes a main campus visit plus two preliminary visits to two off-site locations; and for us this year that will be the Reid-Hillview Airport where we have our Aviation program, and Moss Landing Marine Labs. The two preliminary visits will be before the main campus visit during the first week of April 2022.

We have the campus master planning process going on. We have a lot of engagement going on across the campus. There will be an open forum and we really want as much engagement as possible so that we can imagine a campus that meets our needs over the next twenty years.

The University Scholars Program launches on February 16, 2022 with the first talk. We have three Outstanding Scholars going through and I'm excited to see that happen again.

We are getting close to getting the sabbatical reviews done and out to everybody so we should have a good idea where we are on sabbaticals for next year.

One thing that we should be rolling out soon is the Hispanic-Serving Institutions Initiative Program. This will be funded out of the Adobe grant that we got. We are starting to think about how we expand opportunities around HSI initiatives on the campus. Vice Provost for Faculty Success, Maggie Barrera, is working on this.

Questions:

Q: [Senator Mathur] When we were at graduation in December you mentioned something about the Op Ed project that I think would be valuable for all of us to hear, because it really represents the hard work of our faculty and staff in promoting their research.

A: [Provost Del Casino] Thanks for that. We signed up for the Op Ed program my first year, but just started with our first cohort last year. We are in the second year now. The Op Ed project through the Public Voices Fellowship is a year-long program that supports 24 faculty and staff, we just added staff this year, and they have an opportunity to work with newspaper people in order to learn how to put out Op Eds. The first two classes, which includes over 40 people, have written and published more than 100 pieces over the last two years. We got a report in November 2021 from the Op Ed project. Basically, these are largely elite institutions as we define them in the U.S. (i.e. the private liberal arts). There were two schools at the top of the list with the most Op Eds in November: Yale and San José State University. Also, during that month two of the pieces that were published were written by our staff. It is a really cool project. We are signed up for two additional years,

so we will be putting out a call for next year's group. We are talking about the N.Y. Times, the Washington Post, the L.A. Times, the San Francisco Chronicle, Latino Rebel, Ms. Magazine, Newsweek etc. It just spans the gamut. It is an absolutely incredible representation of our faculty and staff's work. It is a really exciting thing to report out on. VP Barerra put a link to all the publications you can go to so far. I was particularly tickled to see us tie Yale. We have amazing, brilliant people at SJSU and it is exciting to see them recognized with this work.

E. Associated Students President (AS):

[AS President Anoop Kaur] Happy Monday everyone. I want to take my time today as AS President to air out student concerns about the recent news across the system, and at SJSU in particular, regarding Title IX issues. It is a big concern to me that the student community often hears updates, like the one yesterday, from news and various media outlets rather than directly from the campus. The last campus-wide message was sent in September. There is a lot coming to light and as a student, not as AS President, my concern is the frequent turnover of administration and information coming to light after their departure to be inherited by the new administration. A big question on my mind is how do we know these issues are being prioritized with that changeover? In the past, communication about Title IX has been infrequent and the resource was and is not highlighted to the degree that I've seen at other campuses. On top of that, the information continues to put the campus in a negative light, which I'm sure we all do not want. It highlights the past in which the campus community as a whole had a complete mistrust of the Title IX Office and administrative oversight of Title IX cases. Based on this information of how the Title IX Office has operated in the past, there is a mistrust with Title IX and campus administration overall. As we move forward together, how is the campus going to ensure this is not repeated and students are protected? It is important for us as a Senate, a representative body on campus, to think about what culture we want to create, and to start the process of healing with the current and former students that came forward and the employees that advocated for them, the Athletics Division, and the larger campus community. In my viewpoint, accountability, action, and transparency are critical to rebuilding that trust in the face of troubling events like these. I would hope that we, as a Senate, could commit ourselves to bettering our campus safety and wellness. I also believe that the university needs to re-evaluate the impact of our student community and draw from that to understand what SJSU should do moving forward.

F. Vice President for Administration and Finance (VPAF):

[VP Charlie Faas] Just a couple very quick announcements.

I applaud the work of Trustee Sabalius. I ensure that he has the budget data he needs to make those arguments to the BOT.

On January 18, 2022, we brought in our new Chief of Police, Michael Carroll. If you are on campus you have most likely seen him. I have had a number of reports that it is great to see the police, and police chief, out walking the campus and talking to people. Chief Carroll's values and goals are in line with mine as well as the campus goals.

Questions:

Q: [Senator Peter] VP Faas when we talk about \$600 million in deferred maintenance costs, can you give us an example of where the bulk of that comes from i.e. does that include American Disability Act (ADA) compliance issues? How do you do the triage to decide which building to save and what building to let fall down?

A: [VP Faas] I'll give you an example. We had to do repairs to the Industrial Studies Building due to a crack in the water main from San José Water that blew out the windows and blew out part of the structure there and soaked that building. We had to rip it apart. We did the repairs, but it was all paid for by San José Water. We thought long and hard whether we should hold off on repairs, because it is one of the top two or three buildings scheduled to come down. However, until we are able to get more money from the state for deferred maintenance, we have to do triage. We are going through and taking care of ADA concerns. If that isn't at the top of the list, then it is in the top three. If a roof is leaking like it was a few years ago in Hugh Gillis Hall, you have to fix that, because all the set designs and costumes, and things on that second floor were ruined. We had the same problem in Industrial Studies in the Art area. We had to take care of those things. You are doing things one-by-one and looking at it and saying is that the next thing I've got to do. When you do that, you don't get to fix the Smart classrooms. Sweeney Hall and MacQuarrie Hall are the new Smart classroom buildings and that is downright scary, but you don't get to those rooms. Years ago we got to redo the big auditorium in the old Science Building, because we knew it was going to be 10 years before we could rip the auditorium down, and we knew at that point it was going to be five years before the new ISB was going to be up. It is a hard process, it truly is. We get about \$5 million, or \$10 million in a good year, from the governor or BOT and we try to be as judicious as we can. Most of our problems are not problems you will ever see. They are underground or behind the walls and that is where the hard stuff is that people just don't appreciate. If we don't take care of the ground that is behind the walls, it leads to major problems. Traci Ferdolage has been a godsend for us. She is all over this stuff. It is not just me making those decisions, we have a team of folks. I hope that addresses what you were getting at. The \$600 million is an old number. That is from about two years ago. It is probably much higher now. I'll try and get an update for that soon.

Q: [Senator Rodan] If interest rates rise this year as expected, will that have an adverse effect on the Alquist project?

A: [VP Faas] Of course it would. It impacts any of our statewide bonds. All of the projects that we have currently under construction are set. Those interest rates are 2+% so if you do some averaging we are okay, but it will be an issue coming up. We have greater than 2% built into all of our financial models when it comes to Alquist. The Alquist project will be a hard project to pull off, but it is happening on my watch. We are going to get this thing done. We will figure that out. I don't believe there will be a massive spike in interest rates, but we will see where that goes.

G. Vice President for Student Affairs (VPSA):

We have a new director for our Asian Pacific Islander Desi-American (APID/A) Center. We are very excited about welcoming Jini Pradhan from the University of San Francisco. I think you had the opportunity to see her bio. We are very pleased and excited about what she has to bring to the table. Special shout out to Senator Yang. I cannot tell you how much Senator Yang has stepped up in the interim.

Under COVID compliance, we remain relatively safe. We have had some increase in cases due to Omicron, but that should not come as a surprise to anyone. We are still having some compliance issues. Of course, there are a few folks that we have had to have conversations with, but it is in the low three digits. This is an everyday process. It just happens behind the scenes.

A quick update about enrollment. We are up in almost all categories. It is a good place to be. I will tell you that for Fall 2022, we are up by 4,000 Frosh applications. However, the thing we remain concerned about is that we are down about 1,800 in our transfer applications. This is an ongoing concern. I can tell you that some of our partner colleges like De Anza, Evergreen, and San José City are facing double-digit declines in enrollment. This is where we are really going to have to work with our community colleges to get those transfer students.

There are concerning things happening across the state when it comes to financial aid. Free Application for Federal Student Aid (FAFSA) applications are down by 200,000 across the state of California. This is a concerning point. I sit on the California Student Aid Commission and lots of energy is being expended to address this. This is something we've seen in our enrollment. We are working on trying to get more information out to students and trying to get students to apply for financial aid. There is this belief that everyone that gets financial aid owes a million dollars when they graduate and this just isn't true in the CSU or at SJSU. There are lots of conflicting messages going on out there and we have to get our students to take advantage of those opportunities.

Please read the governor's budget and take note of the compact that connects our performance to the budget because that has a direct impact with

regard to Graduation Initiative (GI) 2025. I know it gets people nervous when we talk about that, but that is something we will be addressing. Specifically, they want us to address the gaps in opportunity across demographics. It will take a lot of work. I wanted to point this out because they are linked.

Also, please pay attention to upcoming legislation that is currently being redrafted on Cal Grant reform. It sounds great and it is great, but we should pay real attention to that in terms of actual implementation. We have to really try and work together to address this.

XII. Adjournment: The meeting adjourned at 5:01 p.m.

Executive Committee Minutes
January 18, 2022
via Zoom, 12:00 p.m. to 1:30 p.m.

Present: Alison McKee (Chair), Steve Perez, Anoop Kaur, Julia Curry, Karthika Sasikumar, Laura Sullivan-Green, Ravisha Mathur, Vincent Del Casino, Patrick Day, Tabitha Hart, Kathleen Wong (Lau), Winifred Schultz-Krohn, Charlie Faas

Absent: Kimb Massey, Brandon White

1. There was no dissent to approval of the consent agenda (Executive Committee Agenda of January 18, 2022 (12-0-1)).

2. **Updates from the President:**

Tsunami

[President Perez] All employees should have received a Tsunami warning email from me over the weekend. I don't think any of our employees were directly impacted. [CDO Wong (Lau)] There is impact for members of our Tongan community. People have been unable to confirm the location and safety of their family members. One of the complications is that Tonga is totally free of COVID right now and they are reluctant to have people deliver aid, so international aid agencies have been trying to figure out how to work with their government, etc. We do have some student athletes and staff that have family members in Tonga. The coaches and staff in Athletics have been reaching out to them. We are also reaching out to our Pacific Islander staff and employees on campus as well.

COVID

Provost Del Casino sent me a *New York Times* article that talks about what wastewater can tell us about COVID. It is pointing to California being a little past the peak with this COVID surge and we should ride it down over the next two to three weeks. We will see where we go from there. I'm looking forward to seeing everyone.

Questions:

Q: Thank you for making testing available on campus.

A: [President Perez] The thank you goes to the hardworking people on campus that are providing this. I'm happy to accept the thank you on their behalf.

C: [Chair McKee] I was on Facebook today and you can get four COVID tests sent to your home from the government for free.

3. Election of the Chair of the Instruction and Student Affairs Committee (I&SA): Chair McKee announced that Senator Sullivan-Green would be on sabbatical for Spring 2022 and the Senate needed a replacement to be Chair of the Instruction and Student Affairs Committee (I&SA). Senator Frazier has graciously stepped up to be considered by the Executive Committee for Chair of I&SA. A statement from

Senator Frazier was presented to the committee. Highlights of Senator Frazier's experience with the Senate include serving as a Senator for 12 years, being a previous Chair of the I&SA Committee, having served as Vice Chair, Chair, and Past Chair of the Senate. Acting on behalf of the Senate in accordance with Senate bylaw 4.2, the Executive Committee voted and Senator Frazier was elected Chair of the I&SA Committee unanimously (13-0-0).

4. Updates from the University:

a. Chief Diversity Officer (CDO):

We reached out over the weekend to our members of the Tongan community regarding the Tsunami. We also reached out to members of the Jewish community regarding their fears related to the incident in Texas and the taking of four people hostages, including a Rabbi, at a synagogue in Texas. That incident turned out well in terms of the hostages all being safe. Across the country people are experiencing fear in their places of worship.

The Office of Diversity, Equity and Inclusion is working on a message regarding climate survey issues. We will also include something in the message about the campus really looking at and reaching out to the Tongan community.

The Office of Diversity, Equity and Inclusion and the Office of the President are participating in Hillel International's Campus Climate Initiative. It is looking at anti-Semitism. We are also working with the Council on American-Islamic Relations (CAIR) on anti-Islam and Islamophobia issues in the United States. We have been working with VP Faas, Traci Ferdolage, and our Muslim students to find a meditation and prayer space on campus in addition to the small space in the MOSAIC center. We've already had meetings with the Muslim Student Association (MSA) and Facilities Development and Operations (FD&O), and now we will bring everyone together to talk about space and what the short- and long-term goals will be. This has been a long time coming. VP Faas and I had worked with MSA and were about to bring online a prayer space in April 2020 when COVID hit. The students are very, very appreciative.

We have been working with Orientation staff to ensure when students arrive they understand SJSU's perspective and philosophy as well as our operational mission in terms of diversity, equity, and inclusion. Our staff have been training housing staff as well in terms of processes and procedures when any sort of discriminatory or exclusionary behavior occurs. We want to be sure they understand how we work with other offices so that they don't try to take care of things themselves, but actually consult to make sure we take care of things properly. We want you to know that even though we are in a virtual environment, we are still continuing to do this type of training.

We are also restarting up the Justice, Equity, Diversity, and Inclusion (JEDI) roundtable group of 38 professionals across campus. We are going to start

meeting with those folks in February 2022. This is in addition to the Campus Council on Diversity, Equity, and Inclusion (CCDEI) which will meet regularly.

Questions:

Q: I know the CCDEI report provided the president with critical next steps and since they will be resuming meetings soon, has there been any discussion about what the critical next steps by the CCDEI or the campus should be?

A: [CDO Wong (Lau)] One of the critical things for the Executive Committee to know is that one of the co-chairs, Monica Allen, was on sabbatical and she is coming back this semester. Both co-chairs, Angee Ortega-McGee and Monica Allen, will be meeting with me to really drilldown into what the CCDEI will be doing in terms of activities for this semester. However, we have a spreadsheet from last semester with a list of all the recommendations from the report that all committee members can access and update with action taken. The spreadsheet was presented to cabinet members last semester. There are priorities that will be managed by CCDEI and priorities that will be managed by the co-chairs. There are things that may already be done or that have been started already and we are trying to capture that data on the spreadsheet as well. The spreadsheet will go live soon and we will discuss when and how when the three of us meet.

b. Vice President of Student Affairs (VPSA):

Spring 2022:

We have some pretty significant welcome programming that is continuing for Spring 2022. A lot of it will be virtual. We will obviously continue the Weeks of Welcome. We are working on how we are going to time that programming. We will also continue with our Spartan Speaker series. The series has been incredibly successful. We have had Orientation and lots of excited students. We had that virtually as well. However, this is not our first time. I spoke to a group of about 550 students just the other day.

Our enrollment continues to be very strong for Spring 2022. We are sort of steady state relative to where we were last year. We look a lot different than a lot of universities in publications you may read and that is a good thing. However, that isn't permanent necessarily and I want to keep saying that because it isn't a given. There are some adjustments in undergraduates. Part of what is happening is that we are seeing a large headcount with some adjustments in our Full-Time Equivalent Students (FTES). We are seeing some shift in undergraduate students and how many classes they are taking. We do not know yet where that will land. We will know more in a couple of weeks. We have the largest number of students we have ever had, but we are seeing some slight decline in average units. That is a concern.

Fall 2022:

For Fall 2022, our Frosh applications are way up. That is good news. Our transfer student applications are down, and they are down by 1,600 students. That is a point of concern for us. I think things will even out. I'm not excited

about that, but some of the things you've been reading about the decline in community college students is what we are starting to see roll into our future. Our community college partners like DeAnza and San José City College are down double-digits in terms of enrollment. I think this is going to be an ongoing concern for a while. I'm concerned about our transfer numbers because we will not be able to live long term on our Frosh numbers.

COVID:

We have a booster shot deadline of January 31, 2022. We are pushing communications right up until January 31, 2022. Students will be required to test prior to moving into housing on campus. We offer testing on campus as we discussed previously. Some students will be in a testing protocol over the course of the year. We have increased the number of isolation spaces that we have. We anticipate having more students that test positive. We are up to between 220 and 250 spaces on and off campus. To be clear, the off-campus space includes hotel rooms. We will probably be modifying how we do quarantine at some level.

Questions:

Q: Can you speak to graduate enrollment?

A: [VP Day] We are up 500 applications for Fall 2022. Special Session is down a little bit for Spring 2022. However, overall, we are about the same. We are down 54 graduate students for Spring 2022, but up for Fall 2022.

Q: My chair was discussing enrollment and saying some of the lower division in-person courses were getting hard to fill, whereas the online courses were filling up quickly. Do we as an institution collect and analyze data on student preference that way? Over the last couple of semesters are students gravitating to online courses?

A: [VP Day] The provost and I have spent a lot of time talking about how to plan across these lines and for these kinds of things, because we haven't come across this before. The Registrar's Office is saying the same thing. There are lots of students enrolling in the online classes. I get a lot of requests from students saying this is my last semester and I want it all online. What I'm saying is that because we are so big, everything is multi-modal. We could see hundreds of these requests. We have just begun to move to a more collective planning process. I think you are exactly right. These are the questions. Now we are seeing very different behavior from students. The shifts I'm hearing about are not so small any longer, and I'm not sure it will just be for one semester. When I was speaking about average unit load that is something we need to take a look at and see how that looks across colleges and is it a phenomenon happening everywhere or just here. What we find many times across colleges is that there are differences across colleges. We are looking at this regularly as opposed to on an incident, but I appreciate the question.

Q: This is what I'm hearing across the campus. It could be that people are still afraid to come back to face-to-face classes, or they don't want to mix and match

face-to-face and online classes, or they don't want to commute and pay the gas prices and parking fees, etc. I think there needs to be some kind of substantive review of how students are making their choices and then we need to adapt. I am very concerned about our graduate program even though you said our graduate applications are up. I mean 400 of the 500 could be in Engineering and only 100 across the other colleges. What I'm hearing across campus is that graduate applications are going down and it has become a challenge for faculty who are recruiting into our programs. What kind of supports are being put into place for those programs that are struggling?

A: [VP Day] Your point is a good one. I don't have the data on spreadsheet for where those 500 are. I'd love to have that big conversation in Spring 2022. I would suggest to you that the issues of modality and flexibility will impact the graduate programs even more than others. I would say the pressure of competition from other universities that are offering hybrid or multiple modalities is only going to increase. COVID has kind of thrown everything out of whack. It is hard to determine what the driving factor is. I would say that convenience is going to be an issue for our graduates, and they will go where the convenience is for them. Our undergraduate students may be a little more tied to our space, but the question was what kind of supports do we have for the faculty that are recruiting? Our strategic enrollment plan calls for a more collaborative approach, and that is what we need. This goes back to the point made earlier about planning and looking at all the factors like where we are recruiting and who we are recruiting, etc., and then taking the collaborative approach. This is where we would start to see some insulation against those enrollment numbers. However, I will go back to what I said before. I think there is going to be more sensitivity to the way programs are offered.

Q: I agree. I think faculty will have to rethink their program to align their programs to the field. Also, for undergraduates in terms of transfer students, up into the peninsula is where we have could have the opportunity to grab as many undergraduate students as we can, especially if they can get the Grade Point Average (GPA) bump. Has there been any further discussion about this?

A: [VP Day] President Perez and I haven't had the opportunity to have that discussion yet, but I agree with you.

Q: If a student tests positive for COVID, do they have the option of going home to quarantine or must they stay on campus? When the students are in isolation, what sort of pocket money is paying for their isolation?

A: [VP Day] VP Faas and I have worked together and some of those dollars come from Housing funds and some may come out of HEERF. We are not forcing students to stay in housing. However, what the Health Department would like us to do is encourage students to stay put and not travel.

Q: Can you clarify whether this applies to all students or just those in the Residence Halls.

A: [VP Day] This is for students in the Residence Halls only at this time.

c. CSU Statewide Representative to the Executive Committee:

[Senator Curry] This week the ASCSU policy committees and the plenary will take leave from Wednesday through Friday. We will discuss the pending resolutions I gave you in December 2021. Highlights of the plenary will include AB 928 and the advancement of the Equity, Diversity, and Inclusion Special Committee. We will be discussing moving the committee to permanent standing in the ASCSU.

I have two items that are not CSU Statewide items, but I'd like to point out to you. First, the annual MLK Library Black African American Heritage Exhibit. This month it is, "This Woman's Work: Unraveling the History of Quilts" curated by the Director Kathryn Blackmer-Reyes, which features beautiful quilts by local craftswomen and is open till March 2022.

The second item is that last Tuesday the San José City Council accepted a resolution to conduct a study to issue the right to vote for elections to non-citizens. Many of us participated in that and it was very exciting. I'm hoping to be part of the commission. As you know I have been involved in addressing the rights of immigrants, especially students. One of the reasons I brought this up is because there was a little bit of hate speech that was exhibited during the open testimonial. It made me think how proud I was of the work being done in general education in building the idea of civic engagement and pushback. Part of the leadership for this movement includes graduates from my own graduate program. I just think it is an amazing opportunity to see our work in progress.

d. Vice President for Administration and Finance (VPAF):

[VP Faas] Michael Carroll has been appointed our new University Police Department (UPD) Chief of Police and he started today. VP Faas read a little from Chief Carroll's resume that explains who he is, "A man who operates with integrity, transparency, and dedication towards law enforcement and the community. A leader who is inclusive, innovative, and looking forward to making a positive impact bridging the communication gap between law enforcement and the community." I think that summarizes exactly what we've been looking for in our police chief, bridging that gap between law enforcement and faculty, staff, and students. We will get him to the Executive Committee sometime during the next month. Chief Abeyta, our interim police chief, will assist for about a month.

The governor put out his budget in January. Some feel it is great, others feel it is average, and still others think it is too low. Essentially, the CSU asked for \$1.7 billion from the state. The governor came through with a little over \$500 million. So, by math counts, way short. SJSU is one of the deferred maintenance campuses, and truly that fell short of expectations. One of the biggest single gaps was on the salary side of things as far as what is happening and funding the General Salary Increase 2025. We got all the requirements fulfilled, but we didn't get any specific dollars. All that said, this is the January budget, and we

have two or three more rounds before we get to May and July. We are hoping for quite a bit more.

Questions:

Q: My question is about the budget and what the governor has noted about the conditions for the money, including things like increasing enrollment and noting that he is going to give \$80 million, specifically towards increasing enrollment in Social Work, Early Education, and one other area. I'm concerned about the piece of the pie that SJSU gets, given the high cost of living area we live in and how hard it is to recruit. Is there a strategy moving forward because I know we still have opportunities to lobby in terms of how we can get bigger pieces of pie. We can have those sensitive discussions about enrollment and how we are already doing a lot of work around closing equity gaps as we continue to lobby for a bigger slice of the budget.

A: We are one of the very few Northern California campuses where enrollment has not been going down. We are one of the only campuses to hold steady. We plan on continuing to do that in the short term and hopefully long term. From an enrollment perspective, we are okay in the short term. Especially now with Interim President Perez here, he is completely focused on closing the gaps on Graduation Initiative (GI) 2025. I think we are aligned with where the governor is going. We won't be dropping the ball on that dime. [President Perez] VP Faas is completely right. What the governor is asking us to do is to continue on with GI 2025 and amplify our efforts at closing opportunity gaps. I might be nervous about enrollment if I weren't on this campus. We will continue to be able to attract students. I don't think we will have any trouble over the next couple of years. I'm not worried about enrollment. What the governor has asked us to do and we will do is put our efforts into doing our jobs for the state of California.

Q: In looking at this over the weekend, there are areas we are already doing well in such as in support foster care and there is a budget line item for supporting foster care for \$12 million available. We are poised to capture some of that funding into our budget and we should be strategizing at this time. I know VP Faas is probably already strategizing. I've seen the deferred maintenance list. I think we should prepare our campus to be first in line to get some of that funding.

A: [VP Faas] The day after this went out, I sent a note to the Chief Operating Officer (COO) about the farming money. We do farm down at Moss Landing. We want a piece of that farming money, it should not go only to Cal Poly SLO, or Pomona.

e. Provost and Senior Vice President for Academic Affairs:

Questions:

Q: My question is about faculty recruitment. Have we been successful in recruiting the number of faculty we need this year to be sustain our faculty numbers?

A: [Provost] I don't know, but I will find out. We haven't said no to any searches. I will say that with the pressures on the budget, I have said no to one two-for-one. Unless a department is looking to hire two people in the same area because they are desperately low, we are not doing the two-for-one hires. We launched nearly 80 searches. If we stick to our range, we should probably get 60 hires.

C: I hope we can keep going with that this upcoming year.

A: [Provost] It all depends on how we decide to use the budget. There is flexibility and opportunity in the instructional budget we have, but these are very hard conversations we have to have at the local level about how you organize teaching and learning. Unless we are willing to have those conversations, we are going to hit a wall. It is very hard for me to walk into a room with the President and VP Faas and say, "I need another \$5 million for faculty" when we know there is space in the budget I have. I told President Papazian that we would eventually hit the ceiling of the instructional budget, but we aren't there yet. You know me, I definitely want to authorize as many searches as possible.

Q: Back to the topic of Academic Freedom, this is just a friendly reminder that on the pending policies log, there is a pending policy on Academic Freedom that is S18-12 and it amends S99-8 and S99-9, but it was never approved by a former president so I guess it is back with the Senate to revise and resubmit?

A: I don't have the answer. I think it is worth a conversation. I have some opinions about it. It is an important conversation.

f. Updates from the AS President (AS):

We have a California State Student Association plenary this week. We also have our Associated Students Winter Retreat tomorrow. AS is also very excited to host a meet and greet with President Perez.

5. Policy Committee Updates:

a. From the Organization and Government Committee (O&G):

There are no new updates from the last Executive Committee meeting. However, President Perez I can't emphasize how important it is to get you to look at Amendment C to the Athletics Board Policy, F07-2.

b. From the Instruction and Student Affairs Committee (I&SA): No report.

c. From the Professional Standards Committee (PS):

President Perez I would love for you to come to a PS meeting and comment on some of the policy revisions we are proposing to the RTP policies. We are infusing diversity, equity, and inclusion into all the RTP policies.

A: President Perez announced he would be happy to go to a PS meeting.

d. From the Curriculum and Research Committee (C&R):

6. The meeting adjourned at 1:15 p.m.

These minutes were taken by the Senate Administrator, Eva Joice, on January 18, 2022. The minutes were edited by Acting Chair Sasikumar on February 1, 2022. The minutes were approved by the Executive Committee on February 14, 2022.

Executive Committee Minutes
January 31, 2022
via Zoom, 12:00 p.m. to 1:30 p.m.

Present: Karthika Sasikumar (Acting Chair), Steve Perez, Anoop Kaur, Brandon White, Julia Curry, Kimb Massey, Stefan Frazier, Ravisha Mathur, Vincent Del Casino, Tabitha Hart, Winifred Schultz-Krohn, Charlie Faas

Absent: Wong (Lau), Day

1. The Executive Committee Agenda of January 31, 2022 was approved unanimously (12-0-0).
2. The Executive Committee discussed the Executive Committee Minutes of January 12, 2022. Corrections were made to the minutes that were friendly to the body. The Executive Committee voted and the minutes were approved as amended (12-0-0).
3. There was no dissent to the consent calendar of January 31, 2022.
4. A special election was held in the College of Science, but no candidates came forward. In accordance with Senate bylaw 1.6.2.4., AVC Massey consulted with the Senators from the College of Science and brought forward two candidates to fill the Senate seat for the semester. William Andreopoulos was selected by the Executive Committee (11-0-1).

[Bylaw 1.6.2.4: If no candidate files for that vacancy, it shall be filled for one year by a person in that constituency selected by the Executive Committee after consultation with the Senators from that constituency. A permanent replacement shall be elected to fill out the remainder of the term as part of the next general election.]

5. Updates from the President:
Spring 2022:

Interim President Perez announced that we are still on track to resume our posted spring schedule on February 14, 2022. Interim President Perez has a meeting with the county this week to go over the COVID numbers and see where we are in regard to the Omicron variant. East Bay started their face-to-face classes today and so far, so good. They have about the same mix we do of face-to-face vs. online classes (60%/40%). We will keep communicating and updating our website.

As VP Faas has said, the budget is a good start at a budget. Last week at the Board of Trustees (BOT) meeting, there was conversation about the work still left to be done between now and June 2022. We will need to work collaboratively to try and get the state to give us more funding. Interim President Perez believes this budget request from the BOT shows a change in strategy and a good change by asking for what we need instead of what we think we can get. What we need is about three times as much as what the governor has proposed in this budget. There is still a lot

more work that needs to be done to get more funding. As a campus we have done a great job in showing what we can do if we are given more funding and what we need for our students to be successful.

Other things that came up during the BOT meeting included the ratification of the agreement with the California Faculty Association (CFA). This is fantastic. I don't know if there has been a vote by the CFA or not, but hopefully that is successful.

The BOT updated the sustainability goals for the CSU system. There was a presentation about what different CSU campuses are doing and about 13 of the 23 campuses were STARS gold. STARS stands for Sustainability Tracking Assessment and Rating System. SJSU is STARS gold. We should be very proud of ourselves.

The chancellor also announced that there would not be any tuition increase this year. That is very good news for our students.

The BOT changed what a campus has to do to be removed from the impaction program. Interim President Perez believes this is a Title V change and may need to come back to the BOT in March to get voted on again. This is a positive move by the BOT.

The BOT voted to eliminate the ACT and SAT as admission requirements. This is a very positive move as well.

Questions:

Q: Can you speak to why staff were required to be on campus during the first two weeks of the semester when the faculty and students were told to stay at home?

A: We didn't ask students and faculty to stay away. What we did was go virtual in most of our classes, but the fact that we do have people here means that we have to have services available to them. Students need to be able to go to the Student Health Center and we need to maintain operations on campus. There are some positions like mine where you need to be on campus every single day. That being said, it is great to see people on campus.

Q: I was especially interested in the BOT meeting when they talked about the Bond Initiative and why we are unable to have a bond. The governor said he didn't think it was a good time to ask for a bond in such a good budget year. Then Trustee Sabalius asked why didn't they give us more money. I appreciate that some of the hard questions being asked are coming from Trustee Sabalius. What did you or VP Faas think of that?

A: [Interim President Perez] The governor is probably correct. It would be very hard for the state to ask for a bond when you have trillions of dollars in surplus, particularly when we've lost bond elections in recent years. It would be a hard thing to sell. As for Trustee Sabalius, I agree. I've known Trustee Sabalius for some time now and I'm very impressed.

A: [VP Faas] I was on vacation last week and have not seen the BOT meeting yet. I did spend time with Trustee Sabalius when he came back from Europe and I agree that he is doing an excellent job. He asks the right questions, and he reads the room appropriately during the meetings.

Q: Last week the ASCSU sent out one of their resolutions that was talking about legislative advocacy. It encourages the ASCSU to be more deliberate and active in advocacy as legislation comes up, especially around curriculum. I'd like to know if the presidents have had any discussion about that resolution yet, and how the presidents across the campuses will partner with the ASCSU in those legislative advocacy efforts to ensure that faculty are the loudest voice in curricular decisions on the respective campuses. I'm very much against legislative intrusion in curriculum decisions and very much for campus autonomy in making decisions to meet the needs of their specific campus population. Have presidents had this discussion or will they have this discussion about how to partner either with the ASCSU or with their campus faculty as those continued intrusions occur?

A: [Interim President Perez] I share your discomfort about legislative intrusion into the curriculum. I haven't been in a president's meeting where we have talked specifically about this resolution. I've talked with others in the past about this not being the way we want our curriculum developed by the state legislature. Sometimes our hands are tied as a campus. Sometimes the CSU system will take a position on a matter and then we follow suit with that. I don't know who would be in favor of legislative intrusion. I'm not sure where that will go and I haven't been a part of those conversations yet.

6. Updates from the Chair:

Acting Chair Sasikumar commented that Senators Mathur, Schultz-Krohn, and Acting Chair Sasikumar have divided up the work of the Senate Chair for this semester due to the unexpected departure of Chair McKee. Chair Sasikumar also commented that they could not do this without the assistance of the Senate Administrator, Eva Joice.

The Senate Retreat will be held on Friday, February 18, 2022, 10 a.m. to 12 p.m. All Senators are invited. It will be a little shorter than usual. We hope to make this a working retreat where the four policy committee chairs will present Senators with issues that the university has been grappling with and we hope to then come up with action items that can be put into policies and resolutions. Please send Acting Chair Sasikumar any questions you may have.

7. Updates from the CSU Statewide Senator:

There were resolutions passed in the January plenary. Several had to do with faculty having the authority to exercise pedagogical and curriculum decisions. We had an extensive one-hour discussion that had to do with how people are continuing to cope with COVID on their campuses. There were multiple dilemmas given the multiple ways in which issues are interpreted. This isn't about people wearing masks, or not wanting to come back. It has to do more with the longevity of COVID

and people's mental health. Many people are just burnt out emotionally. Not only in terms of their own families and communities, but in terms of their students and the inability to address some of the issues that go along with not being able to be there in person. Amazingly, it turns out we need human contact. This is very, very, important.

Other highlights include continued discussions about the impact of some of the legislation that has taken place, such as AB 927 and AB 928 and what that will mean particularly with regard to the shared educational mission of the community colleges, the CSU, and the UC and how to we get to a place where we are all working together to address a multiple array of shared issues that have to do with things like the transfer initiative and a common course numbering system, etc. There is currently a survey regarding AB 928 that the CSU is rejecting. I sent out the Intersegmental General Education Transfer Curriculum (IGETC) reports developed by Senator Van Selst.

Another resolution that I requested feedback from our colleagues on campus about is the "S" factor. This is part of the Collective Bargaining Agreement (CBA) and has to do with credits accumulated by faculty engaged in supervision classes. Many of the faculty are asked to serve as thesis advisers, or internship guides. Those positions do not count towards the WTUs. The CBA tells us how to address the Wtu credit accumulated by the individuals to get reassigned time. The whole issue has to do with the fact that this is work overload. It is presented and acted upon in different ways at different campuses. The majority of the faculty that responded were not aware that they had the right to accumulate credits. That is an issue that may come up again in relation to coming out of COVID, but still feeling a lot of the work overload that COVID imposed upon people. I'm using the word imposed, because we kept doing the work but there is no recognition. How are people to be compensated for being able to pivot on a dime? Those are discussions going on right now.

Questions:

C: [Acting Chair Sasikumar] Thank you for reminding us about the GE proposal that was put forth and not accepted by the ASCSU. This points to the fact that the CSU might not be unified in how they view GE and how that makes it more challenging when we negotiate with the more powerful UC in determining what GE should look like for the state of California across the three systems. I know that everyone believes the law says we have to reduce GE, but that is not in the law. However, this is the assumption people are making because we are working with the UC. The CSU and the ASCSU together should be more unified to see what we would like to see in our GE. I'd like for SJSU to be the loudest voice in that group. Our package has been negotiated over many, many years and was carefully put together and discussed by departments and has a lot of value to students. I know this personally because Senator Frazier, Thalia Anagnos, and I put together a report on GE and we looked at thousands of comments. I hope the ASCSU continues with a strong

advocacy to keep what we have in our CSU GE package and not just focus on reduction.

A: [Senator Curry] Part of the dilemma is that there isn't good public relations and communication about what GE is and does. Instead there are perceptions about not only the difficulties that some people think there are in terms of the folklore around somebody being disgruntled because their kid wanted to transfer and couldn't take their GE to another campus. We need to communicate to each other what is the evidence and reasons for the GE package. I think you are absolutely right that we have a very strong package and we have documented that strength. The other thing I think is complicated with AB 928 in particular, has to do with the fact that we have to negotiate with all the community colleges and they all have different chancellors and procedures. We are dealing with multiple layers and I think people feel that is a little bit daunting.

Q: The ASCSU is asking us to get feedback from the campuses in a very different way than they have in the past. The last time we did this about a year and a half ago it had to be done in a single document from the campus. This time the ASCSU has created a survey that I'm a little concerned about. However, that isn't my question. The chancellor's office has created a webpage to talk about AB 928. The thing that is still unclear to me is who is this committee that is going to be starting this process? On the chancellor's webpage it says there is going to be a representative from the chancellor's office that goes to this committee. If you look at the webpage carefully it seems to suggest that the committee is the Intersegmental Committee of the Academic Senates, which basically has representation from all three groups. Do you know any more information about this? I think the chair of the ASCSU is part of this committee, but I could be wrong.

A: [Provost] I don't have a crystal ball, so I won't go there. I was out Friday and missed a joint meeting with the VPs, but I don't think this was a topic. Interim President Perez have you heard anything? We didn't talk about this in-depth last semester as Provosts. What I understand is what you understand, which is that what is on the page is the group e.g., Robert Keith Collins is in the group, etc., so those I believe are our representatives on this group. That is all I know.

Q: So, we didn't have any real say into who is on this group. I'm not sure how this group was ever elected. It is confusing.

A: [Provost] I'm happy to ask.

Q: I'm getting asked a lot of questions about this, and it is still unclear to me. I don't have any answers. I'm not sure this should be coming from me anyway. Perhaps you could address the campus about it?

C: [Acting Chair Sasikumar]: This is very interesting and a very important question. It needs to be clarified, which also brings me to the survey. The survey was meant to be shared with all the faculty on the campus asking for their feedback on how to reconcile the number of GE units. The lower number of GE that the UC has with the higher number that we have. The first line of the survey is incorrect to begin with. It starts off by saying, "As you know AB 928 requires a reduction of GE units." As Acting Chair of the Academic Senate, I was supposed to send the survey out, but I did not send it out because it was factually incorrect. We are trying to figure out

where that survey came from and how we can modify it so it is factually correct. We are working on that.

C: Looking at the chancellor's website, it does say they are going to try and get it down to 34 units, so it seems like we have already lost this argument.

Q: The survey is coming from the CSU, but it is linked to this webpage belonging to the chancellor's office, so do we continue to talk about it or just accept that?

A: [Senator Curry] My recommendation is that there be a memo extended to this committee. I also think the appropriate person from our community to speak to who should sit on this committee to represent us is Mark Van Selst. He does sit on the Intersegmental Council of the Academic Senates, the IGETC Committee, and he is very embedded in this discussion about AB 928 and the relationship to GE, the relationship to the three college communities, and also the discussion with the articulation officer. Perhaps it would be a good idea to invite him to one of our meetings to discuss these things. As far as the membership you just showed, that was the entire Executive Committee of the ASCSU.

A: [Provost] After reading all this, I don't think this is the whole group. It could be those are our representatives from the three systems relative to the question of the Academic Senates, which are the last three bullets in this list. Therefore, the answer is the committee hasn't been put together yet.

A: [Senator Curry] Those are standing committees that the Academic Senate has representatives to that I was saying Mark Van Selst is our representative to.

C: It may be beneficial for us to meet with Mark to see what information he can give us about progress. Some of us also know the Chair of the ASCSU and maybe we can ask him directly as well.

C: [Acting Chair Sasikumar] I will try to form a subcommittee to look into this, but for now we need to move on.

8. Updates from the VP of Administration and Finance (VPAF):

I announced the last time that we had hired a new UPD Chief Michael Carroll. He has been reaching out to different groups to introduce himself already. The Spartan Daily also did an article on him.

As for the budget, we've discussed this pretty thoroughly. It is a process. It starts with the governor putting out a decent budget proposal to spend a lot of the surplus funds. The next few months will be a long slog to work the various legislative groups to try and get them to open up their coffers and get more money for the CSU. We have lots of initiatives to spend the money on and at the top of the list are salary increases for all our employees. We are looking forward to seeing the reports on staff and faculty salaries, but we know what they are going to say and that is that our staff and faculty are way underpaid. We also need to figure out how to address our continued deferred maintenance problems. The new Science Building is gorgeous, but it is just going to show the difference between the new buildings and those in need of desperate repair like Sweeney and Dudley Moorhead Halls. We will continue to work and keep you informed as we go through this budget process.

Questions:

Q: It seems in various places faculty gather one thing that always comes up is Research Scholarship and Creative Activity (RSCA) and how are we going to be able to sustain the RSCA Initiative?

A: [VPAF] We have put forward base budget dollars for this, not one-time dollars. Our strategic plan is very much focused on research and we are continuing on that path. I've asked our Interim President and he says we have no plans to deviate from this.

A: [Provost] It is in the base budget. Last year VPAF Faas and I came up with some creative ways to make it fund just so we didn't have to worry about some base dollars. However, those funds are locked in now. We might hit another slight moment of expansion and we'll have to see how that goes. However, everyone that makes it through the next 11 or 12 years with RSCA funding is probably going to be a really active full professor and is going to want to keep going on the 3/3 load. So, there might be another bump in the cost at some point, but our goal is to generate enough revenue around various things to pay for this. It would have to be a shift in our philosophy and goals for a change at this point.

C: What I've heard in my own college is that it is kind of a vetting process every few years and you have to constantly prove yourself.

A: [Provost] It's not every year now.

C: Right, but it is still this process where you have to prove yourself every 5 years you have to go through this process again.

A: [Provost] There is an audit function in the university, so we do need something. I don't think once every 5 years is that bad, because it's not baked into the business plan of the CSU to do this. This is a campus initiative that demands an auditability of our resources.

A: [Interim President Perez] Let me just reinforce what VPAF Faas and Provost Del Casino said. I told you I was excited about the opportunity to come here. That is because of the great things SJSU is doing. I didn't come here to water down anything. It is important that it is in baseline money. I'm here to support this.

9. **From the Associated Students President (AS):**

[AS President Kaur] For our general services centers, we closed the books for December 2021 and finalized our calendar year end reporting, both our 1099 and W2 tax documents. We filled out the Q-Force Tax Returns and filed the 2022-2023 Property Tax for owned and rented property. We will submit our mid-year financial report to SJSU tomorrow and we are working on budget development for 2022-2023 with our Associate Director Jim Wesburg.

For Transportation Solutions, we recently renewed our Smart Pass Agreement and it has been assigned for 2022.

In the Government Department, we hosted Interim President Perez and he met with our board at our Retreat. It was very productive. We also hosted the new UPD Chief Michael Carroll at our first board meeting.

We are still recruiting for our Leadership and Government Coordinator and the Executive Administrative Assistant positions. Unfortunately, these positions have remained vacant for some time.

AS Board of Directors candidate applications are open. I've run in three elections, so if you have any interested students feel free to send them my email address. These applications close at 5 p.m. on February 25, 2022.

We received an overwhelming number of coats and blankets that were donated by the community and distributed them before the holiday break.

We have a new Garden Coordinator, Matt Spadoni, that started in January 2022. Diana Victa is also now serving as President-elect for the California Council of Cultural Centers in Higher Education.

In Marketing, we have released our annual report for 2020-2021.

The AS Blog will release its third copy.

On January 22, 2022, I have the California State Student Association (CSSA) Plenary. We are working on inviting the CSSA President for a campus visit. We have not had a visit from a CSSA executive for about four years now.

We are working on the California Higher Education Student Summit policy agenda. The board of directors reported cosponsoring a financial aid bill that is not yet named and AB 1625 which has to do with inoperable parking meters. I am also working on a bond bill to obtain advocacy at the CSSA level to implement CSU-wide change.

AS has many events planned to engage students this semester. This week I will be hosting a student session with Interim President Perez on Thursday, February 3, 2022 at 2 p.m.

On Thursday, March 17, 2022, AS will honor Cesar Chavez Recognition Day on the 7th Street Plaza.

I will be asking for support from all of you in terms of gathering interest from students for COVID Care Packages and student seats on university committees. Stay tuned for an email from me.

Questions:

Q: Is there a way you can give us the information so we can let our students know there is opportunity for them to run for AS seats please?

A: Yes, I'll send it to you for the AS Elections and university committees.

Q: In the past, AS has offered scholarships to students, are you going to do this again? Also, last year there was some discussion in AS about having more connection with faculty, so there could be discussion when it comes to legislative advocacy on different sides of an issue and I wanted to know if there has been any progress on this?

A: We will continue with our scholarships. I will let you know when they are open. We've added an Advocacy Scholarship for students involved with racial equity and justice. That is an additional \$10,000 in scholarships. In answer to your second question, that question came up at our board of directors meeting when the ASCSU chair was there. He mentioned having a better relationship with the CSSA liaison who attended the ASCSU meeting when they were discussing AB 928.

Q: Have you reached out to graduate students to serve on committees and in graduate programs? I haven't heard anything from my graduate students and I'm wondering if they think these committees are primarily for undergraduates. I'm wondering what kind of outreach is done to graduate students?

A: I only have access to the College of Science graduate classes, but if you ever want to invite me, I have a presentation I can give that only takes a few minutes. We have struggled in this area. I can tell you from memory that I have only appointed three graduate students. This is definitely an area we need to work on. I coordinate with Dean d'Alarcao.

10. The meeting adjourned at 1:31 p.m.

These minutes were taken by the Senate Administrator, Eva Joice, on January 31, 2022. The minutes were edited by Acting Chair Sasikumar on February 9, 2022. The minutes were approved by the Executive Committee on February 14, 2022.

SJSU 2021-2022	ACADEMIC SENATE							
February 28 2022	CONSENT CALENDAR							
2021-2022	SENATE SEATS							

RED TYPE indicates a correction.

ADD								
STUDENTS, FACULTY, STAFF, AND ADMINISTRATORS								
COMMITTEE TYPE	COMMITTEE NAME	SEAT	SEAT TITLE	NAME	ZIP	PHONE	TERM ENDS	CONSENT CAL
POLICY	Professional Standards	G	Humanities & Arts	Shannon Rose Riley	0092	41365	2022	2/14/2022
OPERATING	Student Fairness	3	Student	Anika Shah	0128	46242	2022	2/14/2022
OPERATING	Graduate Studies & Research	K	Science	Ben Reed	0249	45174	2022	2/21/2022

REMOVE								
COMMITTEE TYPE	COMMITTEE NAME	SEAT	SEAT TITLE	NAME	ZIP	PHONE	TERM ENDS	CONSENT CAL
POLICY	Professional Standards	G	Humanities & Arts	Funie Hsu	0092	44726	2022	2/14/2022
POLICY	Committee on Committees	H	Social Sciences	Evan Palmer (on sabbatical S2022)	0120	45547	2023	2/14/2022
SPECIAL AGENCY	Athletics Board	H	Student Athlete Advisory Committee President Designee	Katrina Festejo	0128	46241	EXO	2/21/2022

EXECUTIVE APPROVALS (WITH COC RECOMMENDATIONS)								
COMMITTEE TYPE	COMMITTEE NAME	SEAT	SEAT TITLE	NAME	ZIP	PHONE	TERM ENDS	CONSENT CAL
SPECIAL AGENCY	Athletics Board	H	Student Athlete Advisory Committee President Designee	Caleb Simmons	0128	46241	EXO	2/21/2022

1 **San José State University**
2 **Academic Senate**
3 **Committee on Instruction and Student Affairs** **AS 1826**
4 **February 28, 2022**
5 **Final reading**
6

7 **Policy Recommendation:**
8 **Student Excused Absences**
9

10 Legislative History: no previous policy
11

12 Whereas: While faculty and staff have the ability to take an excused absence without
13 penalty during a semester, students currently do not have this option; and
14

15 Whereas: Some faculty have denied students the ability to make up work when
16 students have had a family emergency or work problem; and
17

18 Whereas: Students can have valid reasons for missing classes and should have the
19 option to make up work as long as the work is submitted in a reasonable
20 time frame; and
21

22 Whereas: SJSU is trying to promote student success and timely graduation, so
23 supporting students during times of short-term crisis is one way to help
24 students continue to succeed and graduate on time; therefore be it
25

26 Resolved: That the following become university policy.
27

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29 Approved: February 21, 2022

30 Vote: 12-0-1

31 Present: Allen, Frazier, French, Jackson (non-voting), Kaur, Lupton,
32 Masegian, Rollerson, Sen, Walker, Wilson, Wolcott, Yang, Yao

33 Absent: Hill, Leisenring (non-voting), Merz, Kumar

34 Financial Impact: None.

35 Workload Impact: Some significance for faculty workload in the case of makeup
36 assignments or exams.

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Excused Student Absences

Students may have valid reasons to miss one or more classes, whether anticipated or unforeseen. Students are responsible for informing their instructor about such absences as soon as possible. Absences may be considered “excused” and may require accommodation.

1. Student responsibilities

If a student is aware of a future absence ahead of time, the student shall notify the instructor within the first two weeks of classes or as soon as the student learns of the need for an absence. If the student must be absent for an unforeseen reason, they shall inform the instructor as soon as circumstances permit.

Absences can happen for any number of reasons. The following list provides examples, but there are many other possibilities not captured among these.

- ROTC or other military duties
- Jury duty
- Death of a family member or friend
- Illness or injury, including physical and mental health-related issues
- University-sanctioned SJSU Athletics competitions
- University-sanctioned leadership conferences
- Academic or research conferences
- Adding a class late (though still during the add period)
- Duties related to elected or appointed Associated Students representatives
- Mandatory work-related activity or travel that temporarily impacts a student’s ability to participate in their academics
- Caregiving duties for family members, including parents, spouses or domestic partners, a minor child, an adult child, a child of a domestic partner, grandparent, grandchild, or sibling¹
- Personal instability in a student’s life that temporarily affects their ability to attend class²
- Religious holidays (see University Policy [S14-7](#))
- Unanticipated emergencies or instabilities

¹ Family often extends beyond those defined herein. Faculty should be considerate of those family members that may not be clearly defined here, but have a familial relationship with the student.

² Personal instability may include housing instability, food insecurity, or other financial crises.

77 2. Faculty responsibilities

78

79 Faculty shall treat personal matters of “reasons for absence” with the utmost
80 sensitivity. Students may have reasons included in the list above, or they may
81 have others; they also may be reluctant to mention specifics, and faculty should
82 be understanding when that is the case. Faculty should request documentation
83 only in rare cases. (Faculty members may only require students to provide
84 verification for repeated or successive absences, or absences on the days of
85 tests, presentations, and other graded activities.) Faculty shall reasonably
86 accommodate absences to the extent possible.

87

88 Excused absences normally should not exceed two cumulative weeks of class
89 time. The faculty member should make arrangements with the student to address
90 missed learning opportunities, which could include submitting work late,
91 completing different but comparable assignments, or waiving an assignment.

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93 3. Possible considerations following extended absences

94

95 The following are situations when an excused absence could become an
96 incomplete or a course withdrawal. Students should consult with their instructor
97 and / or advisor to determine the most suitable course of action.

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- 99 ● If the absence exceeds two consecutive weeks of class time.
- 100 ● If the student returns to the class and attempts in good faith to complete
101 the missing work but is overwhelmed and cannot finish.

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SAN JOSÉ STATE UNIVERSITY
Academic Senate
Professional Standards Committee
February 28, 2022
First Reading

AS 1829

Amendment G to University Policy S15-8

Retention, Tenure and Promotion for Regular Faculty Employees: Criteria and Standards: To include within the category of Scholarly/Artistic/Professional Achievement, activities that specifically enhance inclusion, educational equity and achievement in the surrounding and broader communities

Rationale: S15-8 revised S98-8 to improve and enhance the clarity of criteria in the category of for Scholarly/Artistic/Professional Achievement faculty Retention, Tenure, and Promotion decision. The changes were informed by SS-S21-2 Reform of RTP for Fairness, Equity and Inclusion and the following documents: UP-FS Fall 2020 Faculty Survey, the RTP Process for BIPOC Faculty report from UP-FS, Black Spartans Community Letter to President Papazian, Asian Pacific Islander Faculty & Staff Association Letter to President Papazian, and discussions with the Faculty Diversity Committee.

Resolved: That S15-8 be amended as indicated by strikeout and underline as appropriate

Resolved: That these changes become effective for AY 2022-2023

Approved: February 22, 2022

Vote: 9-0-0

Present: Magdalena Barrera, Nidhi Mahendra, Nyle Monday, Priya Raman, Alaka Rao, Shannon Rose Riley, Gokay Saldamli, Neil Switz, Winifred Schultz-Krohn (Chair)

Note suggested changes in yellow and underlined

2.3 Scholarly/Artistic/Professional Achievement

2.3.1 The second basic category for evaluation is scholarly/artistic/professional achievement. Such contributions to a faculty member's discipline or professional community, or application of scholarly expertise to improve the community, are expected for continuation and advancement in the university. This category is

39 subdivided into several areas for ease of description and reference. These
40 areas are not perfectly distinct and some candidates will demonstrate their
41 disciplinary expertise within two or more of the areas. Some achievements may
42 have characteristics of more than one area. The overarching principle should be
43 to reward significant scholarly/artistic/professional achievement regardless of
44 the form it may take.

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46 2.3.1.1 The nature of the expected contributions will vary according to the
47 discipline, and may be more specifically defined in each department's
48 guidelines.

49
50 2.3.1.2 The nature of contributions will also vary according to the faculty member's
51 professional interests. Scholarly/Artistic/Professional Achievements may
52 include original research that advances knowledge; or the synthesis of
53 information across disciplines, topics, or time; or the engaged application of
54 disciplinary expertise within or outside the University; or the systematic study of
55 teaching and learning within the discipline; or a combination of these forms of
56 achievement.

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58 2.3.1.3 Evaluation must be made by disciplinary peers. Acceptance of scholarly or
59 artistic work by an editorial or review board (or jury) constitutes an evaluation
60 of that work. Professional contributions should be evaluated by persons in a
61 position to assess the quality and significance of the contributions.
62 Candidates may request that disciplinary experts provide evaluations of any
63 of their work to be included in the dossier. Such evaluations should
64 characterize the broad impact, scope, or significance of the work, whether
65 within academic fields or beyond. Significant contributions that would not
66 otherwise be peer reviewed should be evaluated in this manner. External
67 reviewers must be objective, and any relationships that could compromise
68 objectivity should be disclosed in the evaluation.

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70 2.3.1.4 Published or otherwise completed works that are peer-reviewed, evaluated by
71 an objective disciplinary expert, or juried will normally receive the greatest
72 weight. Achievements that have a broad impact, scope, or significance are
73 particularly valued, and department guidelines may explain the most
74 appropriate evidence for making this determination. Work in progress and
75 unpublished work should be assessed whenever possible. In cases where there
76 is no external evaluation of an achievement the department committee will
77 review the work and indicate the extent of its quality and significance.

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79 2.3.2 Scholarly achievement includes work based on research and entailing theory,
80 analysis, discovery, interpretation, explanation, or demonstration. Examples
81 include but are not limited to: books, chapters, articles, reviews, technical
82 reports, computer software and hardware development, positively reviewed
83 grant proposals, papers read to scholarly associations, presentations at

84 scholarly conferences, invited papers/presentations in recognition of discipline
85 expertise, documentaries, works of journalism, patents, copyrights, trademarks,
86 translations, etc.

87
88
89 2.3.3 Artistic achievement includes, but is not limited to, the creation of original work
90 or adaptations in poetry, fiction, drama, dance, ~~Work~~ in poetry, fiction, drama,
91 dance, digital arts, visual arts, performance, music, theatre, curatorial work
92 and so on, ~~the aural, visual and computationally generated arts; or~~
93 ~~performances or direction in music, theatre and dance~~ often requiring critique,
94 interpretation, mastery of a skill, ~~formal~~ experimentation, or improvisation, ~~or~~
95 ~~the curatorial arrangement of such works in an original and interpretive~~
96 ~~manner.~~

97
98 2.3.4 Professional achievements involve the application of disciplinary expertise
99 whether within or outside the University. Professional achievements will usually
100 be evaluated within the category of service, except when department guidelines
101 establish that professional activities are the primary method of demonstrating
102 expertise within the discipline. Such disciplines shall adopt department
103 guidelines that explain appropriate standards for evaluating these activities and
104 distinguishing them from the service category of achievement. Examples of
105 achievements that could qualify when explicated by guidelines are listed under
106 “Service to the Profession/Discipline” below but may also include ongoing
107 professional requirements for currency (e.g., licensure) in an applied discipline.
108

109 2.3.5 Scholarship of Engagement. Similar to professional achievements, the
110 scholarship of engagement requires the application of expertise and/or talent
111 grounded in the candidate’s discipline or interdisciplinary fields. Achievements
112 that do not require such expertise and/or talent shall be evaluated under the
113 category of service. This form of scholarship typically engages in identifiable
114 ~~significant~~ problems, needs, and issues, and is often concerned with achieving
115 equitable practices and reforms in the professional, academic, local, or broader
116 public/global communities.
117

118 2.3.5.1 The scholarship of engagement may take place in a wide range of fields,
119 and often exhibits a reciprocal, collaborative relationship between the expert
120 and the public, and may involve student participation. Examples of such
121 relationships would include but are not limited to: ~~among others:~~ engagement
122 with government, private sector, non-profit sector, educational and cultural
123 institutions, community groups, and environmental, humanitarian and civil rights
124 organizations.
125

126 2.3.5.2 Examples of achievements growing from such relationships could
127 include, among many others:
128

129 2.3.5.2.1 the integration of expertise into university-community
130 partnerships and collaborations;
131
132 2.3.5.2.2 community-based research, scholarship, or creative activities
133 (RSCA) (e.g. participatory action research, intervention research,
134 implementation and dissemination science, applied developmental
135 science, knowledge mobilization, and translational scholarship)
136 contributing to identifiable changes or critical debate; e.g. the enactment of
137 legislation or production of advisory reports
138
139 2.3.5.2.3 change-based RSCA (e.g. informed by emancipatory
140 frameworks or those involving issues, places, or persons not traditionally
141 part of social/academic/creative discourse) ~~issue-based, place-based,~~
142 ~~and/or who-based “socially engaged art” or “art as social practice”~~
143 ~~collaborations/outcomes~~)
144
145 2.3.5.2.4 dissemination sharing of expertise or original work to the public
146 (sometimes known as “public scholarship” or “public humanities”)
147
148 ~~2.3.5.2.5 the enactment of legislation or production of advisory reports;~~
149
150 2.3.5.2.6 tangible evidence of professional achievement (e.g. forms of
151 entrepreneurship; significant changes in professional practice; evidence-
152 based improvements to the management or administration of
153 organizations) ~~.when consistent with the university’s policies on conflicts of~~
154 ~~interest and intellectual property;~~
155
156 ~~2.3.5.2.7 significant changes in professional practice;~~
157
158 ~~2.3.5.2.8 evidence-based improvements to the management or~~
159 ~~administration of organizations.~~
160

7 **POLICY RECOMMENDATION**
8 **Adoption of Guidelines for General Education (GE), American**
9 **Institutions (AI), and the Graduation Writing Assessment**
10 **Requirement (GWAR)**

11
12 **Rescinds:** S14-5
13

14 **Whereas:** The current Guidelines for General Education (GE), American Institutions (AI),
15 and the Graduation Writing Assessment Requirement (GWAR) have not been
16 updated or reviewed since they were approved in 2014; and
17

18 **Whereas:** In order to be compliant with CSU [General Education Breadth Requirements](#)
19 (formerly called EO 1100), Curriculum and Research (C&R) recommended to the
20 senate changes to Area D and creation of Area F effective Fall 2021 that were
21 signed by the president; and
22

23 **Whereas:** Those changes allowed C&R to continue gathering feedback and incorporating
24 changes where appropriate through Fall 2021 semester; and
25

26 **Whereas:** C&R [consulted extensively](#) over two years with many stakeholders (including
27 hundreds of faculty, advisors, students, administrators, and others via a GE
28 summit, and thirteen forums in fall 2021 alone); therefore, be it
29

30 **Resolved:** That the attached GE Guidelines be adopted effective Fall 2022; and be it further
31

32 **Resolved:** That C&R is the final body responsible for maintaining, updating, and interpreting
33 the GE Guidelines. C&R shall be authorized to make minor changes to the GE
34 Guidelines that do not change the overall structure or intent of the program (e.g.
35 learning outcomes). The Academic Senate shall be notified of any such changes.
36 Any major changes shall require senate involvement with a vote; and be it further
37

38 **Resolved:** That the General Education Advisory Committee (GEAC), in consultation with the
39 Vice Provost for Undergraduate Education, will begin recertification of all courses
40 using GRPs starting in Fall 2022 and completing all recertifications no later than
41 Fall 2025 following [University Policy F15-13](#); and be it further
42

43 **Resolved:** That the General Education, American Institutions and Graduation Writing
44 Assessment Requirements (GWAR) Guidelines shall undergo a full university
45 review with submission of a program planning document that will be initiated by
46 the General Education Advisory Committee beginning in AY 2030/31. Any
47 recommended changes to the GE Guidelines shall be referred to C&R for
48 deliberation.
49

50 **Rationale:** In the academic year 2016/17, SJSU's General Education Program was
51 reviewed through the Program Planning Process and an action plan was
52 developed in 2018 to review and update the program learning outcomes and
53 develop better processes for assessment. An *ad hoc* committee was created to
54 review and modify the program learning outcomes in the academic year 2018/19.
55 These new learning outcomes were presented to the C&R Committee which, in
56 conjunction with the Academic Senate Office, held a first of its kind campus-wide
57 two day General Education Summit in late fall 2019 and early spring 2020 to
58 gather feedback on the program learning outcomes, the GE Area Learning
59 Outcomes, and many other aspects of our GE Guidelines. These guidelines were
60 also distributed in early spring 2021 and C&R carefully has been reviewing all the
61 feedback that was received. Thirteen additional forums were held in Fall 2021.
62 This extensive community input was reviewed, summarized, and considered
63 when creating the new GE Guidelines. These updated guidelines incorporate the
64 creation of the new GE Area F (Ethnic Studies) with reduction of Area D to 6
65 units as well as changes each GE Area, the Graduation Writing Assessment
66 Requirement (formerly known as Area Z on our campus), and the American
67 Institutions Graduation Requirements based upon consideration of the feedback
68 that has been received by the Curriculum and Research Committee.

69 **Timeline and Implementation:** All undergraduate students entering SJSU Fall 2022 and after
70 will be subject to the 2022 GE Guidelines. According to CSU policy, continuing SJSU students
71 and continuously enrolled California Community College transfer students can opt to adhere to
72 the GE Guidelines aligned with their catalog rights.

73 **Approved:** 2/21/2022

74 **Vote:** 11-0-0

75 **Present:** Richard MocarSKI (seat A), Thalia Anagnos (seat B), Marc d'Alarcao (seat
76 C), Gigi Smith (seat D), Faranak Memarzade (seat E), Cara Maffini (seat
77 F), Wei-Chien Lee (seat H), Stefan Frazier (seat I), Brandon White (seat
78 J, chair), Marie Haverfield (seat K), Chloe Cramer (seat L)

79 **Absent:** Katy Kao (seat G)

80 **Workload impact:** There will be a temporary increase in workload for (1) faculty to update
81 syllabi and curriculum to bring courses into compliance with the new GE

82 Guidelines, (2) temporarily, faculty to switch from assessing ALOs
83 (formerly known as GELOs) to PLOs, (3) the General Education Advisory
84 Committee (GEAC) and General Education Review Panels created to
85 help GEAC recertify courses to align with the new guidelines, and (4) staff
86 to make changes to the online catalog, various websites, publications and
87 PeopleSoft.

**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 February 21, 2022.

Contents	Page
The Value of General Education at SJSU	3
General Education Program Learning Outcomes	4
General Education Policies	5
CSU System-wide Policies	
Approved Modifications to CSU GE Policy	
San José State Program Requirements	6
Core General Education (lower division) Requirements	
SJSU Studies: Upper-Division units of GE	
Non-GE Graduation Course Requirements	7
Development and Approval of new GE courses	
GE Course Proposals	8
Instructor Qualifications	9
Assessment and Continuing Certification of GE courses	10
Continuous Enrollment and Catalog Rights	
Minimum GE Units and Grades	11
Transfer Credit Rules	
General Education Course Guidelines	12
Guidelines Common to All GE Courses	
Writing Goals and Content	12
Diversity Goals and Content	13
Core (Lower-Division) Requirements	
Area A — English Language Communication and Critical Thinking	14
Area B — Scientific Inquiry and Quantitative Reasoning	19
Area C — Arts and Humanities	22
Area D — Social Sciences	24
Area E — Human Understanding & Development	25
Area F — Ethnic Studies	27
SJSU Studies (Upper-Division) Requirements	
Area R — Earth, Environment, and Sustainability	29
Area S — Self, Society, and Equality in the U.S.	30
Area V — Cultures and Global Understanding	31
Graduation Course Requirements (Not General Education)	
American Institutions	33
Writing in the Disciplines	35
Physical Education	36
Appendix A- Mapping of GE ALOs to GE PLOs	39

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.

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.

General Education Policies

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

CSU System-wide Policies

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

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

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

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

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

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

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

Approved Modifications to CSU GE Policy

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

Category A - Substitution of a GE Course

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

Category B – Waiver of a GE Area

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

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

San José State University General Education Requirements

Core General Education: 39 lower-division units

Fundamental Skills of an Educated Person (12 units)

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

<u>Area</u>	<u>Units</u>	<u>Prerequisite</u>
A1: Oral Communication	3	--
A2: Written Communication I	3	Reflection on College Writing Self-placement
A3: Critical Thinking and Writing	3	Area A2 course with C- or better
B4: Mathematics/Quantitative Reasoning	3	--

Fundamental Knowledge of an Educated Person (27 units)

Fundamental Knowledge courses develop students' understanding and appreciation of the fundamentals of science, arts and humanities, 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.

<u>Area</u>	<u>Units</u>
B1: Physical Science	3
B2: Life Science	3
B3: <i>(One lab course in science required)</i>	
C1: Arts	3
C2: Humanities	3
C1/C2: Arts or Humanities	3
D: Social Sciences	6
E: Human Understanding & Development	3
F: Ethnic Studies	3

SJSU Studies: upper-division units of 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 disciplined analytical skills and creative techniques.

<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.

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

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

<u>Area</u>	<u>Units and Prerequisites</u>	
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

Development and Approval of New GE Courses

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

GE course proposals shall go through a department's established process for reviewing and approving new courses prior to submission to GEAC for review. Once approved at the department level, GE course proposals will be submitted to the university's curriculum management system (currently Curriculog). GE course proposals in Curriculog will be thoroughly reviewed by GEAC, which will communicate with departments about necessary modifications, if any, before the course can be recommended for approval. Ultimate approval of GE courses rests with the Provost or Designee.

GE Course Proposals

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

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

GE and Graduation Requirement Course Syllabi

Accessibility

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

GE Area Learning Outcomes

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

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

Writing and Diversity Requirements

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

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

1. a week-by-week course schedule, including assigned readings and graded assignments;
2. a statement about the use of anonymized student work in a regular cycle of General Education Program assessment, including an explanation of how students can request to exclude their work from the process;
3. for Basic Skills courses (A1, A2, A3, B4), the following statement on course syllabi: "This course must be passed with a C- or better as a CSU graduation requirement."
4. for SJSU Studies courses (R, S, and V), the following statement on course syllabi: "Students are strongly encouraged to satisfy GE Areas R, S, and V with courses from departments other than the major department. Completion of, or co-registration in, a 100W course is strongly recommended."
5. for 100W (Writing in the Disciplines), the following statement on course syllabi: "This course must be passed with a C or better as a CSU graduation requirement."

Methods of Instruction

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

Instructor Qualifications

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

Minimum Instructor Qualifications for GE Courses

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.

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

Assessment and Continuing Certification of GE Courses

GE Program Assessment Framework:

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

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

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

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

Continuing Certification of GE Courses:

A department's GE courses are reviewed as part of its regular program planning cycle. 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/Learning Outcomes and to the larger General Education Program Learning Outcomes. GE program-level assessment is not related to course-level continuing certification.

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

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

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

GEAC 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 GE certification is to be continued through the next program planning cycle. If its concerns cannot be resolved, then GEAC can recommend to the Curriculum and Research (C&R) Committee that the course be decertified. C&R makes the final decision, and the department has the right to appear before the C&R. If a member of GEAC has voted on the matter when it was before GEAC, then that member shall not vote on it again when it comes before C&R.

Continuous Enrollment and Catalog Rights

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

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

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

Student began continuous enrollment

Fall 2022 to present
 Fall 2014 - Spring 2021
 Fall 2005 - Spring 2014
 Fall 1997 -Spring 2005
 Fall 1991 -Spring 1997
 Prior to Fall 1991

GE Guidelines to follow

Fall 2022 Guidelines
 Fall 2014 Guidelines *or* later
 2005 Guidelines (amended 2009) *or* later
 Fall 1997 Guidelines *or* later
 recommend following Fall 2005 Guidelines
 follow GE guidelines in effect at time of enrollment

Minimum GE Units and Grades

Minimum Units

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

Grades

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

Transfer Credit Rules

- General education equivalent courses taken at a California Community College (CCC), a California

State University (CSU), or University of California (UC) campus transfer to SJSU if they are listed on CSU Breadth Requirement or the Intersegmental General Education Transfer Curriculum (IGETC) where and when the course was taken.

- Transfer students may meet all lower-division GE course requirements by completing an Associate Degree for Transfer at a California Community College.
- Students majoring in designated STEM disciplines may complete an Associate in Science for Transfer degree that meets all lower-division GE requirements while also allowing them to complete the science and math courses needed for success in their chosen major program. Students completing GE Breadth for STEM Majors are required to complete 33 semester units for lower-division GE certification for transfer. Current information is published on the CSU's CCC-Associate Degree for Transfer [webpage](#).
- Second baccalaureate students satisfy Core General Education with their first baccalaureate.
- Writing in the Disciplines (100W) and all 9 units of upper division GE, if completed while a matriculated student at another CSU campus, or while studying abroad under an SJSU-sponsored program, will satisfy the R, S, V, and Writing in the Disciplines requirements, including GE Residence, at SJSU.

General Education Course Guidelines

Guidelines Common to All Areas of Core GE and SJSU Studies

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

Writing Goals and Content

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

- Each GE Area has a minimum writing requirement. These requirements, which are included in GE Area descriptions below, stipulate that faculty provide students with opportunities to draft and revise written work based on feedback.
- Faculty and departments are encouraged to access one or more of the writing support services at SJSU to develop their professional expertise in teaching and/or assessing writing. These resources include the Writing Center, the Center for Faculty Development, and the Writing Across the Curriculum program. An array of workshops and seminars are offered throughout the year. Opportunities to develop research and resource projects are also available, as are consultations with departments on writing-related issues ranging from assessment to program and course design.
- Support for teaching students about all parts of the writing process is available through the Writing Center. The Center provides group and one-on-one tutoring sessions, workshops on a wide array of writing topics, and online resources like videos and handouts for self-study. The Center also

works with graduate and undergraduate programs to develop systems of support for their students and faculty.

- The Writing Across the Curriculum program provides succinct guides to common multilingual language differences. Developed by SJSU faculty, these guides introduce instructors to the ten most common errors and variations made by multilingual writers, and help instructors work with students in more meaningful, constructive ways. The guides are published on the [WAC website](#).
- In some GE areas, such as Area A2, departments offer in-house opportunities for their faculty to enhance their abilities to teach and assess writing. GE faculty are encouraged to contact their department chair or program director for more information.

Diversity Goals and Content

San José State University is committed to supporting a diverse community guided by core values of ethical conduct and inclusion 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. By studying issues related to diversity, equity, and inclusion, students come to appreciate their rights and responsibilities in the free exchange of ideas that is the hallmark of a healthy and productive society.

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

- The experiences of diverse peoples may be topical issues of discussion and analysis.
- Diversity may be considered through the contributions of diverse individuals and populations to the material under study. Identity is not static or siloed; as such, people have intersecting identities. No list can be dynamic and therefore inclusive; however, examples include (in no particular order): all backgrounds, identities, and experiences, as constituted by gender identity and expression, transgender identity, socioeconomic class/status, caste, people with disabilities, age, race, ethnicity, religion, generation, sexual orientation, regional origin, nationality, citizenship status, active duty/veteran status, language, political ideology (especially those that have not been historically and widely embedded), and intersectionalities among additional important positionalities.
- The placement of a specific theory and or course concept in relation to surrounding diverse contexts and communities.
- Science courses (Areas B1, B2, and B3) may also satisfy the diversity goal, in part, with discussions related to preserving as well as critiquing the cultural impact on biodiversity in terms of the interactions between humans, societies, peoples, cultures, and other organisms in the biosphere. Biodiversity includes not only species that are rare, threatened, or endangered but all those living on earth (past and present). Courses may include human “biocultural” diversity where “biocultural” is described as the “dynamic, continually evolving and interconnected nature of people and place, and the notion that social and biological dimensions are interrelated.”¹

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

- identify the lenses through which dominant society operates;
- recognize that individuals are often subject to marginalization that creates positionalities of disadvantage;

¹<https://www.amnh.org/research/center-for-biodiversity-conservation/what-is-biodiversity>

- engage in ways that help to mitigate societal inequities or deconstruct systems of oppression and colonization;
- listen, act, and speak with open minds, and understand the impact of their viewpoints on others;
- appreciate differing viewpoints and ways of knowing;
- develop skills to work together in a cooperative manner on behalf of the common good.

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

GE Area Requirements: Core (lower-division)

Area A: English Language Communication and Critical Thinking

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

A1	Oral Communication	3 semester units
A2	Written Communication I	3 semester units
A3	Critical Thinking and Writing	3 semester units

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

A1: Oral Communication

Oral Communication courses 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. Area A1 courses emphasize the content as well as the form of communication and focus on the communicative process from a rhetorical perspective. Completing Area A1 with a grade of C- or better is a CSU graduation requirement.

A. Goals

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

B. GE Area A1 Learning Outcomes

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

1. identify and critically evaluate socially significant topics, then compose and deliver oral extemporaneous presentations on these topics;
2. engage in critical and analytical listening;
3. analyze audiences and adapt oral presentations to accomplish the purpose of a speech;
4. create a clear central message that demonstrates an understanding of socially significant issues; and
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.

C. Content:

1. Each course shall include at least three faculty-supervised, faculty-evaluated extemporaneous oral presentations by students in the presence of others. In this context, extemporaneous refers to oral presentations that are prepared and practiced, but delivered with few or no notes.
2. Each course shall focus on the communicative process from a rhetorical perspective. Readings, lectures, and discussions introduce students to rhetorical principles (i.e., reasoning, advocacy, organization, and accuracy) and processes of human symbolic interaction.
3. Each course shall include oral assignments and exercises that develop the skills required for major assignments and/or to develop skills in public speaking. Each student will have at least one opportunity to revise and improve a speech following formative feedback from the instructor and peers.
4. Each student shall 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.
5. Major speech assignments shall have research as a central component, therefore each course shall include instruction and training on library research and other high-quality research materials, e.g. how to discern between and choose sources, how to evaluate and select evidence, and how to synthesize evidence to develop a sound argument for oral presentation.
6. Major speech assignments shall require written, full-sentence outlines or argumentative briefs containing sufficient detail to show the relationships among the points and sub-points of the presentation and the evidence used to support these points.
7. Written assignments shall include appropriate papers, bibliographies, exercises, speech analyses, and/or peer critiques.
8. Each student shall receive extensive feedback on these assignments addressing a full range of rhetorical criteria such as content, organization, language, and delivery.

Diversity requirement

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

Writing requirement

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

Grade requirements

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

Class size

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

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 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.

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

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

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 assistance.

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 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.

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.

Area A3: Critical Thinking and Writing

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.

A. Goals

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.

B. GE Area A3 Learning Outcomes

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

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;

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;
3. identify and critically evaluate the assumptions in and the contexts of arguments; and
4. use inductive and deductive logic to construct valid, evidence-supported arguments and draw valid conclusions.

C. Content

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:
 - a. identifying logical structures and common logical fallacies;
 - b. recognizing and evaluating assumptions underlying an argument;
 - c. drawing and assessing inferences, and recognizing distinctions among assumptions, facts, inferences, and opinions;
 - d. distinguishing audience, context, and purpose in shaping argumentation strategies; and
 - e. evaluating rhetorical appeals to understand the role of logic, emotion, and ethos in effective argumentation.
2. **Research:** Area A3 courses include an orientation to the library and basic research strategies needed to complete upper-division coursework, including locating materials, using them effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly.
3. **Writing:** Students write a series of essays informed by research and articulating fully developed arguments about complex issues. Assignments emphasize the skills and activities that produce persuasive arguments and critical essays, including analysis, interpretation, and evaluation. A significant assignment that has research as a central component and which deploys library and other high-quality research materials is required.
4. **Oral Communication:** Students will complete oral assignments such as individual presentations; group presentations; group, team, or dyadic discussions; debates; and similar speaking events. Evaluative comments for these assignments, addressing issues of both content and presentation, must substantively remark on the logic of the argument as well as the presentation's delivery.

Diversity requirement

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

Writing requirement

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

Prerequisite

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

Grade requirements

Grading: A-F. Completing Area A3 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 assistance.

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 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..

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

Area B: Scientific Inquiry and Quantitative Reasoning

9 semester units

One course each in subareas B1, B2, and B4, plus laboratory activity (B3) related to one of the 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

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.

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

B1-B3: Physical and Life Sciences

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.

A. Goals

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

B. GE Area B1-B3 Learning Outcomes

Upon successful completion of an Area B1-B3 course, students should be able to:

1. demonstrate knowledge of scientific theories, concepts, and data used in the physical and life sciences;
2. apply scientific principles and communicate in ways appropriate to the discipline about the process and results of scientific discovery;
3. access, critically evaluate, and represent scientific information in various forms and draw appropriate conclusions;
4. use methods derived from current scientific inquiry to form evidence-based opinions about science-related matters of personal, public, and ethical concern.

Content

Physical Science (B1) courses focus on:

- a. laws of thermodynamics;
- b. structure of matter;
- c. interaction of matter and energy;
- d. behavior of physical systems through time;
- e. systems of classification; and
- f. physical processes of the natural environment.

Life Science (B2) courses focus on:

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

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

Laboratory (B3) courses focus on:

- a. experimental methodology and hypothesis testing.

A lab manual is required in B3 courses.

Diversity requirement

Issues of diversity shall be incorporated in an appropriate manner (as described in the Diversity

Goals and Content section).

Writing requirement

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

Grade requirements: Grading: A-F

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 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.

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

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 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.

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

Area C: Arts and Humanities

9 semester units

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

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

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

C2 courses encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic, and cultural importance. Students may take courses in languages other than English in partial fulfillment of this requirement if the courses do not focus solely on skills acquisition but also contain a substantial cultural component. This may include literature, among other content. Theater

and film courses may be approved if they emphasize historical, literary, or cultural considerations. Logic courses may be accepted if the focus is not solely on technique but includes the role of logic in humanities disciplines.

A. Goals

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

B. GE Area C Learning Outcomes

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

1. identify aesthetic qualities and processes that characterize works of the human intellect and imagination;
2. explore and articulate their own subjective aesthetic and intellectual responses to such works;
3. analyze the role and impact of the creative arts in culture and on the interrelationship of self and community; and
4. research and apply relevant aesthetic criteria and/or artistic conventions in effective written responses to works of art.

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

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

C. Content

Arts courses shall give students the opportunity to:

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

Humanities courses shall give students the opportunity to:

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

Diversity requirement

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

Writing requirement

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

Class size

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

American Institutions Requirement

Area C courses may satisfy American Institutions requirements if they:

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

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 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.

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

Area D: Social Sciences

6 semester units

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

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

A. Goals

Students learn from Area D courses that human behavior is inextricably interwoven with social, political, and economic institutions. By exploring the principles, methodologies, value systems, and ethics employed in historical and social scientific inquiry, students come to appreciate 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.

B. GE Area D Learning Outcomes

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

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;
2. compare and contrast the dynamics of two or more social groups or social systems in a

- variety of historical and/or cultural contexts
3. place contemporary social developments in cultural, environmental, geographical, and/or historical contexts;
 4. draw on social/behavioral science information from various perspectives to formulate applications appropriate to historical and/or contemporary social issues.

C. Content

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

Diversity Requirement

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

Writing Requirement

The minimum writing requirement is 1500 words in a language and style appropriate to the discipline. Departments teaching sections with enrollments of more than 40 students shall provide a summary, in the GE section of the Program Planning Self Study, indicating how practice, feedback, and revisions in writing are addressed in larger sections.

American Institutions Requirement

Area D courses may meet American Institutions requirements if they:

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

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 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.

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

Area E: Human Understanding & Development

3 semester units

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

A. Goals

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

B. GE Area E Learning Outcomes

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

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

C. Content

1. Courses shall focus on the physiological, social/cultural, and psychological factors that contribute to human development and that inform an individual's potential, options, and limitations across the lifespan.
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.

Diversity requirement

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

Writing requirement

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

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 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.

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

Area F: Ethnic Studies

3 semester units

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

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

A. Goals

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

B. GE Area F Learning Outcomes

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

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

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.
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.
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.

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.
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.

C. Content:

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

Diversity requirement

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

Writing requirement

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

Class size

Lower division courses shall be limited to 40 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 assistance.

Instructor qualifications

1. A thorough understanding of the Area F general education requirements and its implementation;
2. excellence in teaching;

3. an appropriate terminal degree, or master's degree with demonstrated knowledge and expertise in ethnic studies or related fields such as: Native American Studies (NAS/AIS), African American Studies (AFAM), Asian American Studies (AAS), and Chicanx/Latinx Studies (CCS);
4. university-level teaching experience or graduate training that demonstrates qualifications to teach in one of the ethnic studies areas (NAS/AIS, AFAM, AAS, CCS);
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 the close supervision of an expert in the field.

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)

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

A. Goals

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

B. GE Area R Learning Outcomes

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

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;
2. apply mathematical or quantitative reasoning concepts to the analysis and generation of solutions to issues of earth, the environment, and sustainability;
3. communicate a scientific finding, assertion, or theory to a general audience with the integrity and rigor of the underlying science; and
4. explain ethical, social, and civic dimensions of scientific inquiry.

C. Content

1. Courses shall focus on issues or present perspectives from different academic disciplines and include an integrative assignment appropriate to the course content.

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

Writing requirement

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.

Diversity requirement

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

Class size

Area R course sections shall normally be limited to 40 students. Departments that teach Area R sections with enrollments of more than 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 in larger sections.

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 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.

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

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

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

A. Goals

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

B. GE Area S Learning Outcomes

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

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
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;
3. evaluate social actions which have or have not led to greater equality and social justice in the U.S.; and
4. engage in constructive interactions about social issues in the U.S. within the framework of equality and inequalities.

C. Content

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

Writing requirement

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.

Diversity requirement

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

Class size

Area S course sections shall normally be limited to 40 students. Departments teaching sections with enrollments of more than 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 in larger sections.

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 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.

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

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

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

A. Goals

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

B. GE Area V Learning Outcomes

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

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;
2. Examine how creative works of human expression [as defined in #1] outside the United States have influenced the United States' cultures;
3. Explain how a culture outside the U.S. has changed in response to internal and external influences;
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.

C. Content

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

Writing requirement

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.

Diversity requirement

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

Class size

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.

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 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.

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

Graduation Course Requirements (Not General Education)

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.

American Institutions Requirement

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.

A. 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 develop civic skills, interests, and values through exposure to diverse perspectives on the historical events and political processes that have shaped the social, economic, and political systems in which they live.

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

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

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

B. Area Learning Outcomes:

ALO 1 (US1)

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).

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

- A. major subtopics in United States history, such as Native Americans and their interactions with the U.S. government; slavery and its legacies; the foundational ideals of the American Republic; colonization and territorial expansion; economic development; political reform and reaction; immigration to the United States and the experiences of immigrants; foreign relations; wars and conflicts; movements including religious, labor, civil rights, feminist, and environmental.
- B. multiple perspectives related to, for example, diverse cultures, communities, and environments; age, gender, and sexuality; the history and experience of racial, ethnic, and religious minorities; the experiences of people with disabilities; and patterns of race and class relations.

ALO 2 (US2)

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.

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

- A. the foundations of the political system, including the evolution of the U.S. Constitution, political culture, separation of powers, federalism, and relations among various levels of government. Students will also analyze the evolving institutions of government, including a study of the powers of the President, Congress, and the Judiciary as well as the bureaucracy.
- B. the links between the people and the political system of the United States, including voting and other forms of participation, as well as other content areas such as tribal governments, political parties, interest/lobbying groups, and public opinion and socialization. Students should also analyze the rights and obligations of citizens, which may include the tension between various freedoms of expression, including issues related to censorship and freedom of speech, due process, and the maintenance of order.
- C. connections to issues of justice/injustice, including the efforts to end racial, gender, and other forms of discriminatory practices in both the public and private sectors.

ALO3 (US3)

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.

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

- A. the foundations of the California political system, the similarities and differences between the

California and U.S. Constitutions, and the relationship between state and local government in California.

- B. the evolving relationships of state and local government with the federal government, such as the relationship with tribal governments; the generation and resolution of conflicts; the establishment of cooperative processes under the constitutions of both the state and nation; and the political processes involved.

C. Content

American Institutions courses that meet General Education Requirements

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

1. clear evidence that student learning outcomes specific to the block or GE Requirement are being taught and assessed; and
2. course content in outline that demonstrates adequate time devoted to teaching and assessing American Institutions outcomes.

Writing in the Disciplines (Formerly Area Z)

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

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. Writing in the Disciplines should reinforce and advance the abilities developed in Written Communication I (A2) and Critical Thinking and Writing (A3) courses, and broaden and deepen these to include mastery of the discourse particular to the discipline(s) in which the course is taught. A minimum grade of C (not including C-) meets this CSU graduation requirement.

B. Writing in the Disciplines Learning Outcomes

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

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

C. Content

1. Writing in the Disciplines courses are discipline-specific. All courses will use language

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

Course prerequisites

1. Completion of Core GE
2. Declaration of major in the appropriate discipline
3. At least 60 earned semester units
4. Completion of appropriate placement mechanisms.

Diversity requirement

Issues of diversity shall be incorporated in an appropriate manner.

Class size

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

Instructor qualifications

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

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 assistance.

Physical Education Requirement

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.

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.

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.

Approved Exceptions and Substitutions

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.

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.	
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.

7
8 **POLICY RECOMMENDATION**
9 **Amendment A to University Policy F08-4,**
10 **Sabbatical Policy**

11 **Amends:** University Policy [F08-4](#), Sabbatical Policy.

12
13 **Whereas:** Sabbatical leaves benefit the University, its students, and its programs through
14 the professional development of its faculty as teachers and scholars; and
15

16 **Whereas:** Sabbatical applications merit thoughtful consideration at all levels of review; and
17

18 **Whereas:** Consultation with the President of SJSU indicates a need for the option of them
19 designating an appropriate administrator to share the workload of reviewing
20 sabbatical applications; and
21

22 **Resolved:** That University Policy F08-4 be amended as follows:
23

24 **Section IV, Procedures, Item B. Calendar**

25 The President, in consultation with Faculty Affairs **Services**, shall establish the annual
26 sabbatical application and response deadlines for the following: (a) submission by the
27 applicant, (b) review by the Chair of the Department/Unit, (c) review by the
28 College/Unit Professional Leaves Committee, (d) review by the Dean, (e) review by
29 the University Sabbatical Leaves Committee (USLC), a 7-day response opportunity
30 from the candidate at each stage of the process, and (f) a final decision by the
31 President **or their designee**.
32

33 **Section IV, Procedures, Item C. Levels of Review**

34 Sabbatical proposals shall be reviewed at the following levels: Department
35 Chair/School Director, College/General Unit Professional Leaves Committee, Dean,
36 and University Sabbatical Leaves Committee (USLC). Following the submission of
37 the sabbatical request to the Chair, the Chair shall write a statement according to the
38 criteria listed in VI.A.1 below. The Chair's statement shall be provided to the
39 College/General Unit Professional Leaves Committee and Dean, with a copy to the
40 applicant, who has seven calendar days to respond in writing to the College Dean
41 with a copy to the Chair. The College/Unit Professional Leaves Committee shall
42 evaluate and rank order individual applications submitted by faculty members in their
43 College/Unit according to the criteria listed in Section III above, and consistent with
44 the current Collective Bargaining Agreement. A copy of the evaluation and
45 recommendation shall be provided to the applicant, who has seven calendar days to
46 respond to the Dean, with a copy to the Department Chair. Following his/her review

47 and recommendation, consistent with VI.A.4, the Dean shall submit each application,
48 the recommendations of the Department/unit's Chair, the College/General Unit
49 Professional Leave Committee, and any responses from the candidate, to the
50 University Sabbatical Leaves Committee for review(USLC). The USLC shall review all
51 materials provided and shall evaluate and rank order individual applications from all
52 the Colleges and the General Unit according to the criteria listed in III above, and
53 consistent with the current Collective Bargaining Agreement. A copy of the evaluation
54 from the USLC shall be provided to the applicant who has seven calendar days to
55 respond to the Office of Faculty Affairs **Services**, with a copy to the Department Chair
56 and the Dean/appropriate administrator. The USLC shall forward all sabbatical
57 materials to the Office of Faculty Affairs **Services** for review and final decision by the
58 President **or their designee**.

59
60 **Section VII. Final Decision by the President**

61 The President **or their designee**, after considering all prior recommendations and any
62 responses from the applicant, shall notify each applicant of the final status of the
63 application. Such notification shall include in writing the reasons for approval or
64 denial, and any conditions of the leave. A copy of this notice shall be provided to the
65 applicant's Department Chair, Dean, College/Unit Professional Leaves Committee,
66 and University Sabbatical Leaves Committee (USLC).

67
68 ***Rationale for the Recommendation:***

69 The question has been raised as to whether or not the President may appoint a designee to review
70 and/or make final decisions on sabbatical applications. The amendment to University Policy F08-4
71 proposed herein will better clarify what is already permitted for sabbatical applications reviews.

72
73 In our investigations of this question, the members of O&G noted that Article 2 (Definitions) Section
74 2.18 of the [Collective Bargaining Agreement \(CBA\)](#) states that, as used within the text of the CBA,
75 the term "President," "refers to the chief executive officer of a University or college or his/her
76 designee." We interpret this to confirm that the President does indeed have the authority to appoint
77 a designee (an "appropriate administrator," in the language of the CBA) for the review of sabbatical
78 applications.

79
80 Adding this language (the President "or their designee") into the sabbatical policy provides needed
81 clarification for all current and future readers of the policy.

82
83 **Approved:** Feb 21, 2022

84
85 **Vote:** 10-0-0

86
87 **Present:** Andreopoulos, Baur, Hart, Higgins, Jochim, Kataoka, Muñoz-Muñoz, Sandoval-Rios,
88 Tian, Zhao

89
90 **Absent:** Millora

91
92 **Financial impact:** None anticipated.

93
94 **Workload impact:** None anticipated.

1 **SAN JOSE STATE UNIVERSITY**
2 **Academic Senate**
3 **Curriculum and Research Committee**
4 **February 28, 2022**
5 **Final Reading**

AS 1791

6 **POLICY RECOMMENDATION**
7 **Accessibility in Curricular Materials**

8 Rescinds: S08-3

9 WHEREAS: Equitable education requires equal accessibility to all curricular materials, and

10 WHEREAS: Ensuring accessibility should be the responsibility of all divisions at SJSU and not
11 limited to the Accessible Education Center, the Center for Faculty Development,
12 SJSU Information Technology, and Procurement, and

13 WHEREAS: The California State University Board of Trustees [Policy on Disability Support](#)
14 [and Accommodations](#) requires all CSU campuses to create and implement plans
15 to promote faculty and administrative practices that will assure timely access to
16 curricular materials for all students, and states that “Each campus and the
17 Chancellor’s Office shall provide funding, resources, and training to members of
18 its campus community to ensure compliance with this executive order. CSU
19 campuses and the Chancellor’s Office may consult with Systemwide Professional
20 Development in the Human Resources Division of the Chancellor’s Office for
21 assistance in locating available resources and tools that will meet campus-
22 specific needs,” and

23 WHEREAS: Incorporation of accessibility is an ongoing process that requires faculty and staff
24 time, resources, and training, and faculty need support in adapting course
25 materials to meet accessibility standards;

26 WHEREAS: Departments through course coordinators and curriculum committees should
27 ensure that all courses meet federal mandated accessibility standards;

28 WHEREAS: An implementation memo will be provided to all faculty by the Provost or
29 designee; therefore, be it

30 RESOLVED: That S08-3 be rescinded effective immediately and the new policy described
31 herein be approved; and, be it further

32 RESOLVED: The faculty, being responsible for selecting curricular materials (including but not
33 limited to course textbooks, syllabi, handouts, electronic materials, learning
34 management systems, etc.) for their classes, shall ensure selection of accessible
35 versions of all curricular material; and, be it further

- 36 RESOLVED: Accessible materials shall be made available to all students regardless of
37 disability status; and, be it further
- 38 RESOLVED: That the university shall ensure that faculty have access to the appropriate
39 resources to convert or create accessible materials.
- 40 RESOLVED: That faculty shall ensure the conversion of any materials that are not accessible
41 to an accessible format with the help provided from the Accessible Education
42 Center, Affordable Learning Solutions, and eCAMPUS; and, be it further
- 43 RESOLVED: That if materials cannot be made accessible due to technology limitations then
44 an equally effective alternative must be created or provided; and, be it further
- 45 RESOLVED: That those involved in course instruction (e.g. faculty, staff, GTAs, ISAs) shall be
46 informed regularly of available resources for developing accessible course
47 materials or equally effective alternative; and, be it further
- 48 RESOLVED: That those involved in course instruction (e.g. faculty, staff, GTAs, ISAs) shall
49 undergo accessibility training appropriate to their duties on a regular basis as
50 implemented by the Office of the Provost; and, be it further
- 51 RESOLVED: That the appropriate Vice President(s) shall conduct a baseline assessment to
52 determine compliance with federally mandated accessibility requirements for
53 courses and designate the necessary resources to bring the campus into full
54 compliance; and, be it further
- 55 RESOLVED: That an assessment be submitted by each department, as part of the normal
56 program planning process, evaluating the extent to which its existing courses
57 meet federally mandated accessibility criteria and faculty and staff have received
58 appropriate training; and
- 59 Rationale: Each CSU campus is required to develop a method to incorporate accessibility
60 as a required component in the curriculum review and approval process.
61 University Policy S08-3 established timelines that have since expired and the
62 policy needed to be updated significantly with additional details on accessibility.
63 The development and/or conversion of curricular materials to accessible format is
64 an important aspect of the SJSU mission to provide quality education for all
65 students. In order to assure timely conversion of materials, it is imperative that
66 appropriate resources be devoted to this task. Curriculum and Research (C&R)
67 has obtained information from various parties across campus on how to update
68 the policy appropriately. An inherent problem in ensuring accessibility is the cost
69 associated with accessibility and C&R was unable to put an accurate estimate on
70 this cost.

71

72 Approved: 2/21/22

73 Vote: 11-0-0

74 Present: Richard Mocariski (seat A), Thalia Anagnos (seat B), Marc d'Alarcao (seat C),
75 Gigi Smith (seat D), Faranak Memarzade (seat E), Cara Maffini (seat F), Wei-
76 Chien Lee (seat H), Stefan Frazier (seat I), Brandon White (seat J, chair), Marie
77 Haverfield (seat K), Chloe Cramer (seat L)

78 Absent: Katy Kao (seat G)

79 Guests: None

80 Relevant documents available online:

81 EO-1111: calstate.policystat.com/policy/6590867/latest

82 SJSU University Policy F07-3 (www.sjsu.edu/senate/docs/F07-3.pdf) outlines procedures for the
83 timely adoption of textbooks, course readers and library reserves.

84 www.sjsu.edu/accessibility

85 Financial Impact: The magnitude of the financial impact will depend upon the needs
86 assessment, but we expect that it will be substantial.

87 Workload Impact: We anticipate increases in workload for:

88 ● departments that are undergoing program planning to review accessibility of all
89 department curriculum

90 ● faculty involved in converting and/or creating new accessible course materials or finding
91 equally effective alternatives. Further, if a curricular material cannot be converted to an
92 accessible format due to technology limitations, it places an additional burden on faculty
93 to identify and incorporate new materials into a course.

94 ● campus staff to work with faculty to create accessible materials. In order to assure timely
95 conversion of materials (e.g., inability to convert due to technology limitations), it is
96 imperative that faculty provide sufficient time to connect with support resources.

97 ● university to conduct a needs based assessment to determine the actual cost of
98 implementing accessibility campus wide.

99