



San José State
UNIVERSITY

A campus of The California State University

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SS-F05-3

At its meeting of October 24, 2005, the Academic Senate passed the following Sense of the Senate Resolution presented by Senator David for the Curriculum and Research Committee.

**SENSE OF THE SENATE RESOLUTION
TO MAINTAIN THE PURPOSE AND APPROACH OF EO 595**

- Whereas: The national panel report, *Greater Expectations: The Commitment to Quality as a Nation Goes to College*, offers a new vision that promotes the kind of learning students need to meet emerging challenges in the workplace, in a diverse democracy; and in an interconnected world (AAC&U, 2002, p. vii), and
- Whereas: the Panel Report defines *liberal education* as “a philosophy of education that empowers individuals, liberates the mind from ignorance, and cultivates social responsibility. Characterized by challenging encounters with important issues, and more a way of studying than specific content, liberal education can occur at all types of colleges and universities. ‘General education’ and an expectation of in-depth study in at least one field normally comprise liberal education” (p. 25), and
- Whereas: the national Panel Report defines *general education* as “the part of a liberal education curriculum shared by all students. It provides broad exposure to multiple disciplines and forms the basis for developing important intellectual and civic capacities” (p. 25), and
- Whereas: the Panel recommends that colleges and universities place new emphasis on educating students to become *intentional learners* (p. 22). “For intentional learners, {the} intellectual student {is connected} to personal life, formal education to work, and knowledge to social responsibility ... the intentional learner is empowered through intellectual and practical skills” (p. 22) and
- Whereas: San José State University has spent the past 2+ years in discussions about what makes an “educated person” (see Appendix A) and as a result of these discussions, the *Greater Expectations Report*, and other current literature, revised its General Education curriculum in 2005, and
- Whereas: San José State’s General Education curriculum was praised by the WASC visiting team in fall 2004, and

- Whereas: The current General Education pattern, in conjunction with major programs, enables students to be intentional learners who are prepared for the 21st century, and
- Whereas: We endorse the current policy that provides for approval of units in excess of 120 units for programs that require it, and
- Whereas: The formulation of curriculum and requirements is a matter appropriately vested in the faculty collegial governance, therefore be it
- Resolved: that the 48-unit General Education package described in EO 595 should not be diminished, although campuses may choose to revise their own GE curricula to address such issues as information literacy, community service-learning, and ethics (as SJSU has already done). It provides the breadth necessary for a liberal education, the flexibility to grow and adapt, and it serves as an excellent vehicle for students to reach the goal of becoming intentional learners in the 21st century.

Approved: 10-17-05

Present: Emily Bruce, Peter Buzanski, Robert Cooper, Debra David, Michael Kaufman, Caroline Le, Shauna Moriarty, Bill Nance, Pam Stacks, Howard Turetsky, Dominique Van Hooff, Beth Von Till

Absent: Xiaolu Hu, Sigurd Meldal

Vote: 12 0-0

Financial Impact: Unknown