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**San José State University
Guidelines for General Education (GE), American Institutions (AI),
and the Graduation Writing Assessment Requirement (GWAR)
Effective Fall 2021**

**DRAFT DRAFT DRAFT DRAFT
****Updated March 15, 2021******

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94	<u>General Education Program Learning Outcomes</u> (approved by C&R on 11/30/20)	

95 **Preamble:** SJSU's general education program establishes a strong foundation of versatile skills,
96 fosters curiosity about the world, and prepares students to engage and contribute responsibly and
97 cooperatively in a multicultural, information-rich society. General education classes integrate areas of
98 study and encourage progressively more complex and creative analysis, expression, and problem
99 solving. The program aims to equip students with the knowledge, skills, and values they need for a
100 lifetime of intellectual and personal growth.

101
102 The program has three goals and nine program learning outcomes (PLOs):
103

104 **Goal 1: To develop students' core competencies for academic, personal, and professional**
105 **pursuits. Goal 1 has five learning outcomes (PLOs 1-5):**
106

107 PLO 1. [Oral Communication] Create and deliver well-organized, well-supported, and compelling
108 messages both in presentation and in conversation for specific audiences and diverse settings.
109

110 PLO 2. [Written Communication] Develop and practice a writing process that accounts for the goals,
111 dynamics, and genres of written communication, with special attention to the conventions of writing at
112 the university.
113

114 PLO 3. [Critical Thinking] Identify and analyze a subject/topic/issue/problem of significance by
115 evaluating the merits of different positions or perspectives; support the analysis with relevant evidence
116 and information while stating assumptions; and draw well-supported conclusions.
117

118 PLO 4. [Quantitative Reasoning] Analyze, interpret and represent quantitative information in various
119 forms to examine a question; explain the processes behind data collection and generation; and
120 communicate evidence in support of an argument or purpose while stating assumptions, limitations,
121 and biases, and drawing appropriate conclusions.
122

123 PLO 5. [Information Literacy] Identify information needs, locate and access relevant and credible
124 information while accounting for bias, and use information legally and ethically.
125

126 **Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring**
127 **that students have opportunities to serve and contribute to the well-being of local and global**
128 **communities and the environment. Goal 2 has two learning outcomes (PLOs 6 and 7):**
129

130 PLO 6. [Diversity, inclusion, and justice] Examine diverse cultures, communities, and environments;
131 explore different perspectives; analyze connections to issues of justice/injustice; and prepare to live
132 and work responsibly and cooperatively in multicultural societies.
133

134 PLO 7. [Civic and global engagement] Engage with global perspectives and knowledge; develop civic
135 skills, interests, and values; and apply knowledge, skills and values to multicultural, community, and
136 environmental interests.
137

138 **Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose**
139 **challenging questions, address complex issues, and develop cooperative and creative**
140 **responses. Goal 3 has two learning outcomes (PLOs 8 and 9):**
141

142 PLO 8. [Integration and Application]: Integrate and apply knowledge and methods from more than one
143 discipline or area of study to explore a complex question, address an issue, or produce a creative
144 work.
145

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

148 **General Education Policies**

149 SJSU's General Education Program is governed by policies set by the California State University
150 (CSU) Board of Trustees, which apply to all CSU campuses; along with specific campus-based
151 policies determined by the appropriate governing bodies here at SJSU.
152

153 **CSU System-wide Policies** 154

155 CSU GE is governed by the [CSU General Education Breadth Requirements policy](#) (formerly Executive
156 Order (EO) 1100). In particular, articles 2 and 4 govern minimum requirements and subject area
157 distribution. Under current policy, all CSU students must complete 48 units of GE-breadth
158 requirements in order to earn the bachelor's degree. This includes 39 semester units of lower-division
159 coursework and 9 semester units of upper-division coursework. The Chancellor's Office may grant
160 exceptions to one or more requirements for students completing high-unit major degree programs.
161 Each campus is authorized to make reasonable adjustments in the number of units assigned to any of
162 the six required distribution Areas (A through F).
163

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

166 **Area A** — English Language Communication and Critical Thinking (9 units)

167 **Area B** — Scientific Inquiry and Quantitative Reasoning (9 units)

168 **Area C** — Arts and Humanities (9 units)

169 **Area D** — Social Sciences (6 units)

170 **Area E** — Lifelong Learning and Self-Development (3 units)

171 **Area F** — Ethnic Studies (3 units)
172

173 The CSU also requires 9 upper-division GE semester units according to the following distribution:
174

175 **Area B** — Earth, Environment and Sustainability (**SJSU Area R**)

176 **Area C** — Cultures and Global Understanding (**SJSU Area V**)

177 **Area D** — Self, Society, and Equality in the U.S. (**SJSU Area S**)
178

179 The CSU also requires students to fulfill the requirements described below prior to graduation.
180 Courses fulfilling these requirements are not part of the General Education Program as such but are
181 described herein because they can be used to satisfy specified GE requirements and contribute to
182 fulfilling the Core Competencies required of all students who graduate from SJSU:
183

- 184 ● **United States History, Constitution and American Ideals** (SJSU's American Institutions.
185 see [California Code Title 5, Section 40404](#)). CSU campuses may permit up to 6 semester units
186 of lower division GE to meet this requirement.
- 187 ● **Graduation Writing Assessment Requirement:** (Writing in the Discipline). Requires students
188 to demonstrate writing competence through an approved course or other means.
189
190

191 **Approved Modifications to CSU GE Policy** 192

193 The [CSU General Education Breadth Requirements Policy](#) authorizes programmatic exceptions under
194 specified circumstances. In the case of high-unit major degree programs, the chancellor may grant
195 exceptions to one or more requirements for students completing the particular program. Such
196 exceptions must be approved at the campus level prior to initiating a request to the Chancellor's
197 Office. A full academic justification shall be submitted to the executive vice chancellor for Academic
198 and Student Affairs, who shall submit his or her recommendation and the campus recommendation
199 (along with all relevant documents) to the chancellor. A current list of approved General Education
200 exceptions is published online in the University Catalog.
201

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

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Core General Education: 39 lower-division units

Basic Skills of an Educated Person (12 units)

Basic 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 Basis 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	Self-placement or RCW
A3:Critical Thinking and Writing	3	--
B4:Mathematics/Quantitative Reasoning	3	--

Basic Knowledge of an Educated Person (27 units)

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

<u>Area</u>	<u>Units</u>	<u>Prerequisite</u>
B1: Physical Science	3	
B2: Life Science	3	
B3:(<i>One lab course in science required</i>)		
C1: Arts	3	
C2: Letters	3	
C1/C2: Arts or Letters	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 a multicultural society and to develop abilities to address complex issues and problems using disciplined analytical skills and creative techniques.

<u>Area</u>	<u>Units</u>	<u>Prerequisite</u>
R: Earth, Environment & Sustainability	3	100W (may be taken concurrently)
S: Self, Society & Equality in the U.S.	3	100W (may be taken concurrently)
V: Cultures and Global Understanding	3	100W (may be taken concurrently)

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

The requirements described below are graduation course requirements that are not part of SJSU's

254 General Education Program. They are included here because they are common to all students that
255 earn an undergraduate degree from SJSU..
256

257 **Area** Units and Prerequisites
258

US 1-2-3	American Institutions <i>CSU graduation requirement</i>	0-6 semester units <i>Often fulfilled through Area D courses</i>
	Writing in the Discipline <i>fulfills CSU GVAR (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

259
260

261 **Development and Approval of New GE Courses**
262

263 The development and approval of new GE courses is an iterative process that is best conducted in
264 close consultation with the faculty director of General Education and/or the faculty chair of the General
265 Education Advisory Committee (GEAC). Early consultation with the director or the chair will ensure
266 that course proposals conform to current General Education Program policies, thus expediting the
267 course review process.
268

269 GE course proposals shall go through a department's established process for reviewing and approving
270 new courses prior to submission to GEAC for review. Once approved at the department level, GE
271 course proposals will be submitted to Curriculog, the university's curriculum management system. GE
272 courses in Curriculog will be thoroughly reviewed by the General Education Advisory Committee,
273 which will communicate with departments about necessary modifications, if any, before the course can
274 be approved. Ultimate approval of GE courses rests with the Vice Provost of Undergraduate
275 Education.
276

277 **GE Course Proposals**
278

279 When submitting a proposal for a GE course, the sponsoring department shall submit a packet of
280 materials that includes the following items:
281

- 282 ● a complete syllabus (see guidelines below);
- 283 ● a description of methods of instruction as well as instructor qualifications (see below);
- 284 ● a calendar for assessing the course's GE Area learning outcomes in the remainder of the
285 department's program planning cycle; and
- 286 ● for courses with proposed enrollment caps exceeding 10% of the established enrollment limit, an
287 explanation of how practice, feedback, and revisions in writing will be addressed.
288

289
290 **GE and Graduation Requirement Course Syllabi**
291

292 *Accessibility*

293 All course syllabi must conform to Academic Senate syllabus guidelines (current policy is [S16-9](#)),

294 including the requirement that syllabi conform to accessibility guidelines. An accessible syllabus
295 template is published on SJSU's Center for Faculty Development [website](#).

296

297 *GE Area Learning Outcomes*

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

300

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

310

311 *Writing and Diversity Requirements*

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

315

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

317

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

329

330 **Methods of Instruction**

331

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

337

338 **Instructor Qualifications**

339

340 The GE course proposal packet must include a description of the qualifications of all those who might
341 teach the course, including information about earned degrees, areas of expertise, teaching
342 experience, and relevant training. It is important to note that GE course instructors must meet the
343 minimum qualifications for teaching GE courses listed below. Graduate teaching associates shall be

344 eligible to teach a GE class only after training and under close supervision of an expert in the field.
345

346 *Minimum Instructor Qualifications for GE Courses*

- 347 1. an understanding and appreciation of general education;
348 2. a doctorate (preferred but not required);
349 3. college-level teaching experience or graduate training in the subject matter of the course; and
350 4. a professional commitment to the learning needs of a diverse student body.
351

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

354
355

356 **Assessment and Recertification of GE Courses**

357
358 A department's GE courses are assessed as part of its regular program planning cycle. The
359 department summarizes its involvement in GE over the past program planning cycle and any plans for
360 the next program planning cycle. It also reflects on how well its courses contribute to their GE Area
361 Goals/Learning Outcomes and to the larger General Education Program Learning Outcomes.

363 All GE courses undergo review for recertification by the appropriate committees beyond the
364 department level. Departments are notified at least one semester in advance of the courses that are
365 scheduled for recertification review. The calendar for recertifying GE courses is currently under
366 revision to align with the 2021 GE Program Guidelines.

367

368 **Continuous Enrollment and Catalog Rights**

369

370 Students who have been in continuous attendance may meet the General Education requirements in
371 force

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

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

377

378 **Student began continuous enrollment**

378 **GE Guidelines to follow**

379 Fall 2021 to present	Fall 2021 Guidelines
380 Fall 2014 - Spring 2021	Fall 2014 Guidelines <i>or</i> later
381 Fall 2005 - Spring 2014	2005 Guidelines (amended 2009) <i>or</i> later
382 Fall 1997 -Spring 2005	Fall 1997 Guidelines <i>or</i> later
383 Fall 1991 -Spring 1997	recommend following Fall 2005 Guidelines
384 Prior to Fall 1991	follow GE guidelines in effect at time of enrollment

385

386 **Minimum GE Units and Grades**

387

388 **Minimum Units**

- 389 • All students must complete a **minimum of 48 credits** of approved GE courses.
390
391 • If a GE requirement is waived without unit credit (e.g., English 1A), or an Area is satisfied with
392 fewer than the required number of units (as can happen when transfer courses are converted from
393 quarter to semester units), additional approved GE courses may be required to complete a
394 minimum of 48 GE units (Title 5, Section 40405.1. California State University General Education -
395 Breadth Requirements).
396

397 **Grades**

- 398 ● All GE courses must be taken for letter grades (A-F).
- 399
- 400 ● **Basic Skills courses** must be completed with a **minimum grade of C-**.
- 401 ○ A1: Oral Communication
- 402 ○ A2: Written Communication I
- 403 ○ A3: Critical Thinking and Writing
- 404 ○ B4: Mathematics/Quantitative Reasoning
- 405
- 406 ● **Writing in the Discipline (100W)** must be completed with a **minimum grade of C**.
- 407

408 **Transfer Credit Rules**

409

- 410 ● General education equivalent courses taken at a California Community College (CCC), a California
- 411 State University (CSU), or University of California (UC) campus transfer to SJSU if they are listed
- 412 on CSU Breadth Requirement or the Intersegmental General Education Transfer Curriculum
- 413 (IGETC) where and when the course was taken.
- 414
- 415 ● Transfer students may meet all lower-division GE course requirements by completing an Associate
- 416 Degree for Transfer at a California Community College.
- 417
- 418 ● Students majoring in designated STEM disciplines may complete an Associate in Science for
- 419 Transfer degree that meets all lower-division GE requirements while also allowing them to
- 420 complete the science and math courses needed for success in their chosen major program.
- 421 Students completing GE Breadth for STEM Majors are required to complete 33 semester units for
- 422 lower-division GE certification for transfer. Current information is published on the CSU's CCC-
- 423 Associate Degree for Transfer [webpage](#).
- 424
- 425 ● Second baccalaureate students satisfy Core General Education with their first baccalaureate.
- 426
- 427 ● Writing in the Discipline and all 9 units of upper division GE, if completed while a matriculated
- 428 student at another CSU campus, or while studying abroad under an SJSU-sponsored program, will
- 429 satisfy the R, S, V, and Writing in the Discipline requirements, including GE Residence, at SJSU.
- 430

431 **General Education Course Guidelines**

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

433

434 Each GE Area has particular requirements that are specific to that area. In addition, all GE courses

435 are expected to incorporate meaningful opportunities for students to develop their writing skills and to

436 deepen their understanding of issues of diversity, inclusion, and justice. GE course syllabi must

437 include an explanation of how the course meets these two objectives.

438

439 **Writing Outcomes**

440

441 GE courses incorporate writing as part of the learning process. In all GE Areas, practicing writing

442 helps students understand and organize material, compare and contrast facts and ideas, and draw

443 conclusions. In GE Areas that include a research component, students apply their comprehension and

444 thinking skills in working with research materials to help them reach a level of understanding that leads

445 to clarity and coherence in writing.

446

- 447 ● Each GE Area has a minimum writing requirement. These requirements, which are included in
- 448 Area descriptions below, stipulate that faculty provide students with opportunities to draft and revise

449 written work based on feedback.

450

451 ● Faculty and departments are encouraged to access one or more of the writing support services
452 at SJSU to develop their professional expertise in teaching and/or assessing writing. These resources
453 include the Writing Center, the Center for Faculty Development, and the Writing Across the Curriculum
454 Committee. An array of workshops and seminars are offered throughout the year. Opportunities to
455 develop research and resource projects are also available, as are consultations with departments on
456 writing-related issues ranging from assessment to program and course design.

457

458 ● Support for teaching students who are English language learners and other multilingual
459 speakers is available through the Writing Center's English Language Learning program. The ELL
460 program provides group and one-on-one tutoring for English language learners and other multilingual
461 speakers. The program also works with graduate programs to assist them in developing systems of
462 support for their students and faculty.

463

464 ● The Writing Across the Curriculum program provides succinct guides to common multilingual
465 language differences. Developed by fellow SJSU faculty, these guides introduce instructors to the ten
466 most common errors made by multilingual writers, and help instructors work with students in more
467 meaningful, constructive ways. The guides are published on the [WAC website](#)..

468

469 ● In some GE areas, such as Area A2, departments offer in-house opportunities for their faculty
470 to enhance their abilities to teach and assess writing. GE faculty are encouraged to contact their
471 department chair or program director for more information.

472

473 **Diversity Outcomes**

474

475 San José State University is committed to creating a diverse community guided by core values of
476 inclusion, civility, and respect for each individual. Such a community enriches the intellectual climate of
477 the University and the educational experiences of its students, promotes personal growth and a
478 healthy society, and supports a positive work environment. By studying issues of diversity, equity, and
479 inclusion, students come to appreciate their rights and responsibilities in the free exchange of ideas
480 that is the hallmark of a healthy and productive society.

481

482 GE courses may incorporate issues of diversity in the following ways:

483

484 ● The experiences of diverse peoples may be topical issues of discussion and analysis.
485 ● Diversity may be considered through the contributions of diverse individuals and
486 populations to the material under study. Examples include the experiences and/or contributions
487 of those varying in accent, age, ancestry, citizenship status, color, creed, disability, ethnicity,
488 gender, gender identity, marital status, medical condition, national origin, race, religion or lack
489 thereof, sex, sexual orientation, transgender, and veteran's status.

490

491 ● Life science courses may satisfy the diversity goal, in part, with discussions related to
492 biodiversity in terms of the interactions between humans, cultures, and other organisms in the
493 biosphere.

493

494 By focusing on diverse peoples and issues, students learn to:

495

496 ● act, listen and speak with open minds;

497

498 ● value individual experiences and perspectives;

499

499 ● develop skills to work together in a cooperative manner on behalf of the common good; and

499 ● appreciate differing viewpoints and ways of knowing.

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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	3 semester units
A3	Critical Thinking and Writing	3 semester units

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

513

A1: Oral Communication

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

519

A. Goals

520 By researching, developing, and delivering multiple oral presentations, students will develop their
521 own sense of voice, speaking with confidence in ways that reflect their unique perspectives and
522 identities while respecting the freedom of expression of all members of the community.

523

B. GE Area A1 Learning Outcomes

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

- 525 1. discover and critically evaluate significant topics, then compose and deliver oral presentations
526 on these topics;
- 527 2. engage in critical and analytical listening;
- 528 3. analyze audiences and adapt oral presentations to accomplish the purpose of a speech;
- 529 4. demonstrate an understanding of diverse issues ; and
- 530 5. demonstrate the ethical responsibilities of a public speaker, including basic understanding of
531 the economic, legal, and social issues surrounding access to and use of information.

532

C. Content:

- 533 1. Each course shall include faculty-supervised, faculty-evaluated oral presentations by students
534 in the presence of others (physically or virtually).
- 535 2. Each course shall focus on the communicative process from a rhetorical perspective.
536 Readings, lectures, and discussions introduce students to rhetorical principles (i.e., reasoning,
537

538

539

540

541

542

- 543 advocacy, organization, and accuracy) and processes of human symbolic interaction.
544
- 545 3. Each course shall include oral assignments and exercises that develop the skills required for
546 major assignments and/or to develop skills in public speaking. Each student will have at least
547 one opportunity to revise and improve a speech following formative feedback from the
548 instructor and peers.
549
 - 550 4. Each student shall have some collaborative experience in the social construction of oral
551 messages. This may take the form of working with a peer support group, preparing a group
552 presentation, engaging in debate, or participating in a structured individual conference with the
553 instructor.
554
 - 555 5. Major speech assignments shall require written, full-sentence outlines or argumentative briefs
556 containing sufficient detail to show the relationships among the points and sub-points of the
557 presentation and the evidence used to support these points.
558
 - 559 6. Additional written assignments shall include appropriate papers, bibliographies, exercises,
560 speech analyses, and/or peer critiques.
561
 - 562 7. Each student shall receive extensive feedback on these assignments addressing a full range of
563 rhetorical criteria such as content, organization, language, and delivery.
564

565 **Diversity requirement**

566 Issues of diversity shall be incorporated in an appropriate manner.
567

568 **Writing requirement**

569 The minimum writing requirement is 1500 words in a language and style appropriate to the discipline.
570 All writing shall be assessed for grammar, clarity, conciseness, and coherence.
571

572 **Grade requirements**

573 Grading: A-F. Completing Area A1 with a grade of C- or better is a CSU graduation requirement.
574

575 **Class size**

576 Class sections shall be limited to 25 students. Sections designed for English speakers shall be limited
577 to 20 students.
578

579 **Supplementary assistance**

580 Some students may require special or more assistance than the regular class can provide. In such
581 cases, faculty shall refer the student to the appropriate program for special or supplementary
582 assistance.
583

584 **Instructor qualifications**

- 585 1. an understanding and appreciation of general education;
- 586 2. a doctorate (preferred but not required);
- 587 3. college-level teaching experience or graduate training in the subject matter of the course; and
- 588 4. a professional commitment to the learning needs of a diverse student body.
589

590 Sections designed for English language learners and other multilingual speakers require substantial
591 formal training and experience in teaching speakers of other languages.
592

593 Graduate teaching associates shall be allowed to teach a GE class only after training and under close
594 supervision of an expert in the field.
595
596

597 **Area A2: Written Communication I**

598

599 Written Communication I courses cultivate an understanding of the writing process and the goals,
600 dynamics, and genres of written communication, with special attention to the nature of writing at the
601 university. Area A2 may be met by a one-semester composition course (ENGL 1A) or a two-semester
602 course sequence, also known as Stretch English (ENGL 1AF and ENGL 1AS). A passing grade of C-
603 or better signifies that the student is a capable college-level writer and reader of English. Area A2 is a
604 prerequisite for Area A3: Critical Thinking.

605

606 **A. Goals**

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

609

610 **B. GE Area A2 Learning Outcomes**

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

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

621

622 **C. Content**

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

626 **Diversity requirement**

627 Issues of diversity shall be incorporated in an appropriate manner.

628

629 **Writing requirement**

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

634

635 **Prerequisite**

636 Completion of Reflection on College Writing (Directed Self-Placement)

637

638 **Grade requirements**

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

640

641 **Class size**

642 Class sections shall be limited to 25 students. Sections designed for English language learners and
643 other multilingual speakers shall be limited to 20 students.

644

645 **Supplementary assistance**

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

649

650 **Instructor qualifications**

- 651 1. an understanding and appreciation of general education;
- 652 2. a doctorate (preferred but not required);
- 653 3. college-level teaching experience or graduate training in the subject matter of the course; and
- 654 4. a professional commitment to the learning needs of a diverse student body.

655
656 Sections designed for English language learners and other multilingual speakers require substantial
657 formal training and experience in teaching speakers of other languages.

658
659 Graduate teaching associates shall be allowed to teach a GE class only after training and under the
660 close supervision of an expert in the field.

661

662

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

664

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

672

673 **A. Goals**

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

679

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

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

- 682 1. locate and evaluate sources through library research, and integrate research into oral and
683 written arguments through appropriate citation and quotation;
- 684 2. use a full range of legitimate rhetorical and logical strategies to articulate and explain their
685 positions on complex issues in dialogue with other points of view;
- 686 3. locate, interpret, evaluate, and synthesize evidence in a comprehensive way in support of their
687 ideas;
688 identify and critically evaluate the assumptions in and the contexts of arguments; and
- 689 4. distinguish and convey inductive and deductive patterns, sequencing arguments and evidence
690 to draw valid conclusions.

691

692 **C. Content**

693

- 694 1. **Reading:** Assigned readings represent a broad spectrum of opinions and ideas, writing styles,
695 and cultural experiences. The majority of the reading is devoted to analytical, critical, and
696 argumentative texts. Readings will introduce students to methods of argument analysis that
697 allow them to parse complex arguments and articulate their logical structure, including:
 - 698 a. identifying logical structures and common logical fallacies;
 - 699 b. recognizing and evaluating assumptions underlying an argument;
 - 700 c. drawing and assessing inferences, and recognizing distinctions among assumptions,
701 facts, inferences, and opinions;
 - 702 d. distinguishing audience, context, and purpose in shaping argumentation strategies; and
 - 703 e. evaluating rhetorical appeals to understand the role of logic, emotion, and ethos in

704 effective argumentation.

705

706 2. **Research:** Area A3 courses include an orientation to the library and basic research strategies
707 needed to complete upper-division coursework, including locating materials, using them
708 effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly.

709

710 3. **Writing:** Students write a series of essays informed by research and articulating fully
711 developed arguments about complex issues. Assignments emphasize the skills and activities
712 that produce persuasive arguments and critical essays, including analysis, interpretation, and
713 evaluation. A traditional research paper or a series of short essays informed by library research
714 is required.

715

716 4. **Oral Communication:** Students will complete oral assignments such as individual
717 presentations; group presentations; group, team, or dyadic discussions; debates; and similar
718 speaking events. Evaluative comments for these assignments, addressing issues of both
719 content and presentation, must substantively remark on the logic of the argument as well as
720 the presentation's delivery.

721

722 **Diversity requirement**

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

726

727 **Writing requirement**

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

736

737 **Prerequisite**

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

739

740 **Grade requirements**

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

742

743 **Class size**

744 Class sections shall be limited to 25 students.

745

746 **Supplementary assistance**

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

750

751 **Instructor qualifications**

- 752 1. an understanding and appreciation of general education;
753 2. a doctorate (preferred but not required);
754 3. college-level teaching experience or graduate training in the subject matter of the course; and
755 4. a professional commitment to the learning needs of a diverse student body.

756

757 Sections designed for English language learners and other multilingual speakers require substantial

758 formal training and experience in teaching speakers of other languages.
 759
 760 Graduate teaching associates shall be allowed to teach a GE class only after training and under close
 761 supervision of an expert in the field.
 762

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

764 **9 semester units**

765 *One course each in subareas B1, B2, and B4, plus laboratory activity (B3) related to one of the*
 766 *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

767
 768 Area B courses focus on the physical universe and its life forms. Science courses (B1-B3)
 769 demonstrate how scientists seek proof for causal relationships between microscopic phenomena and
 770 macroscopic observables. Mathematics/Quantitative Reasoning courses (B4) enable students to use
 771 numerical and graphical data in personal and professional judgments and in understanding and
 772 evaluating public issues. Completion of Area B4 with a grade of C- or better is a CSU graduation
 773 requirement.
 774

775 Area B1 and B2 courses that have built-in laboratory activities may qualify for Area B3 credit if the
 776 syllabus clearly distinguishes the laboratory activity from the lecture component. A stand-alone one-
 777 unit laboratory activity course qualifies for B3 credit only if it is associated with a B1 or B2 lecture
 778 course as either a pre- or co-requisite.
 779

780 **B1-B3: Physical and Life Science**

781 In Subareas B1-B3, students develop an understanding of scientific principles and the scientific
 782 method, as well as the potential limits of scientific endeavors and the value systems and ethics
 783 associated with scientific inquiry.
 784
 785

786 **A. Goals**

787 Science courses develop students' understanding of the scientific method as a continuous and
 788 adaptive process of discovery and communication about the physical universe and its life forms.
 789 These courses equip students with the quantitative and qualitative skills necessary for
 790 understanding scientific theories, concepts, and data about both living and non-living systems.
 791

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

- 793 Upon successful completion of an Area B1-B3 course, students should be able to:
- 794 1. demonstrate knowledge of scientific theories, concepts, and data used in the natural and
 795 physical sciences;
 - 796 2. apply scientific principles and communicate in writing about the process and results of

- 797 scientific discovery;
798 3. access, critically evaluate, and represent scientific information in various forms and draw
799 appropriate conclusions;
800 4. use methods derived from current scientific inquiry to form reasoned opinions about science-
801 related matters of personal, public, and ethical concern.
802

803 **Content**

804 Physical Science (B1) courses focus on:

- 805 a. laws of thermodynamics;
806 b. structure of matter;
807 c. interaction of matter and energy;
808 d. behavior of physical systems through time;
809 e. systems of classification; and
810 f. physical processes of the natural environment.
811

812 Life Science (B2) courses focus on:

- 813 a. structures and functions of living organisms;
814 b. levels of organization of living systems, from atom to planet;
815 c. strategies for survival and reproduction;
816 d. patterns of evolution;
817 e. principles of genetics, including the basis for variation; and
818 f. interaction of organisms and their natural environment.
819

820
821 B1 and B2 courses qualifying for B3 courses require lab manuals that are explicitly identified in
822 the course syllabus.
823

824 Laboratory (B3) courses focus on:

- 825 a. experimental methodology and hypothesis testing.
826

827 A lab manual is required in B3 courses.
828

829 **Diversity requirement**

830 Issues of diversity shall be incorporated in an appropriate manner.
831

832 **Writing requirement**

833 The minimum writing requirement for Areas B1-B3 courses is 1500 words in a language and
834 style appropriate to the discipline. All writing shall be assessed for grammar, clarity,
835 conciseness, and coherence.
836

837 **Grade requirements:** Grading: A-F 838

839 **Instructor qualifications**

- 840 1. an understanding and appreciation of general education;
841 2. a doctorate (preferred but not required);
842 3. college-level teaching experience or graduate training in the subject matter of the course; and
843 4. a professional commitment to the learning needs of a diverse student body.
844

845 Graduate Teaching Associates shall be allowed to teach a GE class only after training and under
846 close supervision of an expert in the field.
847

848 **Area B4: Mathematics/Quantitative Reasoning**

849

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

855
856 **A. Goals**

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

859
860 **B. GE Area B4 Learning Outcomes**

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

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

869
870 **C. Content**

871 B4 Mathematics/Quantitative Reasoning courses focus on:

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

878
879 **Diversity requirement**

880 Issues of diversity may be incorporated in an appropriate manner for quantitative analysis.

881
882 **Writing requirement**

883 The minimum writing requirement for Area B4 courses is 500 words in a language and style
884 appropriate to the discipline. All writing shall be assessed for grammar, clarity, and coherence.

885
886 **Grade requirement**

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

888
889 **Instructor qualifications**

- 890 1. an understanding and appreciation of general education;
- 891 2. a doctorate (preferred but not required);
- 892 3. college-level teaching experience or graduate training in the subject matter of the course; and
- 893 4. a professional commitment to the learning needs of a diverse student body.

894
895 Teaching associates shall be allowed to teach a GE class only after training and under close
896 supervision of an expert in the field.

897
898 **Area C: Arts and Humanities**

899 **9 semester units**

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

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

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

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

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

918
 919 **A. Goals**

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

924
 925 **B. GE Area C Learning Outcomes**

926
 927 C1: Upon successful completion of a C1 course, students should be able to:

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

936
 937 C2: Upon successful completion of a C2 course, students should be able to:

- 938 1. analyze and understand works of philosophical and humanistic importance, including
 939 their temporal and cultural dimensions;
- 940 2. explore and articulate their own subjective aesthetic and intellectual responses to such
 941 works;
- 942 3. analyze and assess ideas of value, meaning, and knowledge, as produced within the

- 943 humanistic disciplines; and
944 4. research and write effective analyses of works of the human intellect and imagination.
945

946 **C. Content**

947 Arts courses shall give students the opportunity to:

- 948 a. experience significant works of art in the classroom and in performances or exhibitions;
949 b. understand the historical or cultural contexts in which specific works of art were
950 created; and
951 c. recognize the accomplishments of and issues related to diverse genders and cultures
952 reflected in such works of art.
953

954 Letters courses shall give students the opportunity to:

- 955 a. examine significant works of the human intellect and imagination;
956 b. understand the historical and cultural contexts in which specific texts were created; and
957 c. recognize the accomplishments of and issues related to women and diverse cultures
958 reflected in such texts.
959

960 **Diversity requirement**

961 Issues of diversity shall be incorporated in an appropriate manner.
962

963 **Writing requirement**

964 The minimum writing requirement is 1500 words in a language and style appropriate to the discipline.
965

966 **Class size**

967 C2 course sections shall normally be limited to 40 students. Departments that teach C2 sections with
968 enrollments of more than 40 students must provide a summary, in the GE section of the Program
969 Planning Self Study, indicating how practice, feedback, and revisions in writing are addressed in larger
970 sections.
971

972 **American Institutions Requirement**

973 Area C courses may satisfy American Institutions requirements if they:
974

- 975 1. focus on cultural pluralism; and
976 2. meet the criteria for American Institutions and Core Area C1 and/or C2.
977

978 **Instructor qualifications**

- 979 1. an understanding and appreciation of general education;
980 2. a doctorate (preferred but not required);
981 3. college-level teaching experience or graduate training in the subject matter of the course; and
982 4. a professional commitment to the learning needs of a diverse student body.
983

984 Teaching associates shall be allowed to teach a GE class only after training and under close
985 supervision of an expert in the field.
986

987 **Area D: Social Sciences**

988 **6 semester units**

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

993 Area D courses increase students' understanding of human behavior and social interaction in the
994 context of value systems, economic structures, political institutions, social groups, and natural
995 environments. Through fulfillment of the Area D requirement, students develop an understanding of
996 problems and issues from different disciplinary perspectives and examine issues in their contemporary
997 as well as historical settings and in a variety of cultural contexts. Courses that emphasize skills
998 development and professional preparation are excluded from Area D.
999

1000 **A. Goals**

1001 Students learn from Area D courses that human behavior is inextricably interwoven with
1002 social, political, and economic institutions. By exploring the principles, methodologies, values
1003 systems, and ethics employed in social scientific inquiry, students come to appreciate
1004 processes of social change and social continuity, the role of human agency in those social
1005 processes, and the forces that engender social cohesion and fragmentation.
1006

1007 **B. GE Area D Learning Outcomes**

1008 Upon successful completion of an Area D course, students should be able to:

- 1009 1. demonstrate understanding of the ways in which social institutions, culture, and
1010 environment shape and are shaped by the behavior of individuals, both past and present;
- 1011 2. compare and contrast the dynamics of two or more social groups or social systems in a
1012 variety of cultural contexts;
- 1013 3. place contemporary social developments in cultural, environmental, geographical, or
1014 historical contexts;
- 1015 4. draw on social/behavioral science information from various perspectives to formulate
1016 applications appropriate to contemporary social issues.
1017

1018 **C. Content**

- 1019 1. Courses shall include fundamental skills necessary to the practice of social science.
- 1020 2. Courses shall teach students how to practice social science, not just understand what
1021 social scientists have concluded.
- 1022 3. Course content shall develop students' analytical skills and understanding of social science
1023 in ways that develop the capacity for informed civic engagement.
1024

1025 **Diversity Requirement**

1026 Issues of diversity shall be incorporated in an appropriate manner.
1027

1028 **Writing Requirement**

1029 The minimum writing requirement is 1500 words in a language and style appropriate to the discipline.
1030 Departments teaching sections with enrollments of more than 40 students shall provide a summary, in
1031 the GE section of the Program Planning Self Study, indicating how practice, feedback, and revisions in
1032 writing are addressed in larger sections.
1033

1034 **American Institutions Requirement**

1035 Area D courses may meet American Institutions requirements if they:

- 1036 a. focus on cultural pluralism; and
- 1037 b. meet the criteria for American Institutions and Area D.
1038

1039 **Instructor qualifications**

- 1040 1. an understanding and appreciation of general education;
- 1041 2. a doctorate (preferred but not required);
- 1042 3. college-level teaching experience or graduate training in the subject matter of the course; and
1043 4. a professional commitment to the learning needs of a diverse student body.
1044

1045 Graduate teaching associates shall be allowed to teach a GE class only after training and under close

1046 supervision of an expert in the field.

1047

1048 **Area E: Human Understanding & Development**

1049

1050 **3 semester units**

1051

1052 Area E courses prepare students for lifelong learning and enhance their understanding of the factors
1053 that contribute to overall well-being across the human lifespan. Courses may include topics such as
1054 student success strategies, human behavior, sexuality, nutrition, physical and mental health, stress
1055 management, information literacy, social relationships and relationships with the environment, and
1056 implications of death and dying. Recreational, artistic, and avocational activities may be included in
1057 Area E courses if they are integral to the goals and learning outcomes described below. It is strongly
1058 recommended that students complete an Area E course during their first two semesters of university
1059 study.

1060

1061 **A. Goals**

1062 Area E courses address challenges confronting students who are entering the complex social
1063 system of the university. Courses help students understand themselves as integrated
1064 physiological, social, and psychological beings capable of formulating strategies for lifelong
1065 personal development.

1066

1067 **B. GE Area E Learning Outcomes**

1068

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

1069

- 1070 1. understand and analyze the interrelationships among physiological, social/cultural, and
1071 psychological dimensions of human well-being;
- 1072 2. know how to access social and academic resources that enhance learning and facilitate
1073 positive interpersonal relationships with diverse groups and individuals;
- 1074 3. think critically and communicate effectively about ethics and integrity in academic and
1075 non-academic settings; and
- 1076 4. reflect upon their own experiences along dimensions of well-being and engage in
1077 activities that promote human wellness across the lifespan.

1078 **C. Content**

1079

- 1080 1. Courses shall focus on the physiological, social/cultural, and/or psychological factors
1081 that contribute to human development and that inform an individual's potential, options,
1082 and limitations across the lifespan.
- 1083 2. Courses shall provide opportunities for students to access university resources and
1084 participate in the intellectual and social life of the campus community.
- 1085 3. Courses shall develop students' university-level learning skills (e.g., critical thinking,
1086 information literacy).
- 1087 4. Courses shall develop students' understanding of ethics and integrity in academic and
1088 non-academic settings.

1089 **Diversity requirement**

1090 Courses shall incorporate issues of diversity in an appropriate manner.

1091

1092 **Writing requirement**

1093 The minimum writing requirement is 1500 words in a language and style appropriate to the discipline.

1094

1095 **Instructor qualifications**

1096

- 1097 1. an understanding and appreciation of general education;
- 1098 2. a doctorate (preferred but not required);
- 1099 3. college-level teaching experience or graduate training in the subject matter of the course;

1099 and
1100 4. a professional commitment to the learning needs of a diverse student body.
1101
1102 Graduate teaching associates shall be allowed to teach a GE class only after training and
1103 under close supervision of an expert in the field.
1104

1105 **Area F: Ethnic Studies**

1106 **3 semester units**

1107 The Area F requirement is based on the premise that all students graduating from the CSU
1108 have an understanding of race, racism, and social justice history in the United States. As
1109 stated in AB1460/California Education Code 89032 Section 2 Subsection (d): “Commencing
1110 with students graduating in the 2024-25 academic year, the California State University shall
1111 require, as an undergraduate graduation requirement, the completion of, at minimum, one
1112 three-unit course in ethnic studies.”

1113
1114 To fulfill this requirement, eligible courses shall have the following prefixes: Native American
1115 Studies (NAS/AIS), African American Studies (AFAM), Asian American Studies (AAS), and
1116 Chicax/Latinx Studies (CCS). Courses without ethnic studies prefixes may meet this
1117 requirement if cross-listed with a course with an ethnic studies prefix. Currently, San José
1118 State has three ethnic studies programs/departments whose classes meet the Area F
1119 requirements, as stated under the AB1460 guidelines: AFAM, AAS, and CCS. To ensure that
1120 the AB1460 guidelines are met, any additional programs that are created with ethnic studies
1121 prefixes, must undergo a thorough evaluation process and be approved by the ethnic studies
1122 experts in the GRP.

1123
1124 Students whose transfer record does not include an articulated AB1460 Ethnic Studies
1125 graduation requirement course must take a course designated as meeting that requirement
1126 prior to graduation.

1127 **A. Goals**

1128 1. Students will acquire the knowledge and skills necessary for comprehending continued
1129 sovereignty movements, the racial and ethnic dynamics, and colonial settler and social justice
1130 histories of the United States, and the socio-historical origins, processes, and consequences of
1131 racial construction, racialization, and racial oppression in the society in which they live.

1132 2. Students will learn core interdisciplinary and comparative concepts and frameworks in
1133 ethnic studies with a focus on understanding race and ethnicity as they apply to the historically
1134 defined racialized core groups: Native Americans, African Americans, Asian Americans, and
1135 Chicax/Latinx Americans.

1136 3. Students will gain the skills to better operate as responsible, informed, and constructive
1137 citizens in an evolving multiracial and multicultural democracy.

1138 **B. GE Area F Learning Outcomes**

1139 Upon successful completion of an Area F course, students should be able to:

1140 discover and critically evaluate significant topics, then compose and deliver oral and/or media-driven
1141 presentations on these topics as related to the group(s) studied in *this* class. Area F emphasizes
1142 comparative concepts and frameworks in ethnic studies with a focus on historically defined racialized
1143 core groups: Native Americans, African Americans, Asian Americans, and Chicax/Latinx Americans.
1144 Approved courses shall meet at least three of the five following student learning outcomes:
1145 1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-
1146 centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization,
1147 sovereignty, imperialism, settler colonialism, and anti-racism.
1148 2. Apply ethnic studies theory and knowledge to describe and actively engage with anti-racist and
1149 anti-colonial issues and the practices and movements that have and continue to facilitate the
1150 building of a more just and equitable society.
1151 3. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality,
1152 religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty,
1153 language, and/or age.
1154 4. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation are
1155 relevant to current and structural issues such as communal, national, international, and
1156 transnational politics as, for example, in immigration, reparations, settler-colonialism,
1157 multiculturalism, language policies.
1158 5. Describe and actively engage with anti-racist and anti-colonial issues and the practices and
1159 movements that have contributed to the building of a more just and equitable society.

1160 **C. Content:**

- 1161
- 1162 1. Courses shall establish foundational knowledge appropriate to the area of study and focus on
1163 critically analyzing the socio-historical origins, processes, and consequences of dominance
1164 and subordination in regards to race, ethnicity, patriarchy, power, and social stratification.
 - 1165 2. Courses shall be inclusive of interdisciplinary and intersectional theories & methods by
1166 incorporating social science and humanistic scholarly approaches in its course materials.
 - 1167 3. Courses shall include readings, lectures, relevant media, creative works, and facilitate
1168 discussions which introduce students to core and new interdisciplinary and comparative
1169 concepts and frameworks in ethnic studies.
 - 1170 4. Each course shall include written and oral assignments and in-class exercises that develop the
1171 skills necessary for critiquing a range of literature including: a critique of dominant narratives,
1172 interpreting historical documents, and drawing logical conclusions related to ethnic studies
1173 content.
 - 1174 5. Courses shall incorporate materials and assignments that include cultural and creative
1175 expression that will allow students to develop research, analytical, and critical thinking skills.
 - 1176 6. Courses shall incorporate applied knowledge and practical application through creative and/or
1177 media-driven assignments that illustrate value to the community at large.

1178 **Diversity requirement**

1179 Issues of diversity shall be incorporated in an appropriate manner.

1180 **Writing requirement**

1181 The minimum writing requirement is 1500 words in a language and style appropriate to the
1182 discipline. All writing shall be assessed for grammar, clarity, conciseness, and coherence.

1183 **Grade requirements**

1184 Grading: A-F. Completing Area F with a grade of C- or better is a CSU graduation requirement.

1185 **Class size**

1186 Lower division courses shall be limited to 40 students. Due to their intensive nature, upper
1187 division courses shall be limited to 30 students.

1188 **Supplementary assistance**

1189 Some students may require special or more assistance than the regular class can provide. In
1190 such cases, faculty shall refer the student to the appropriate program for special or
1191 supplementary assistance.

1192 **Instructor qualifications**

- 1193 1. A thorough understanding of the Area F general education requirements and its
1194 implementation;
- 1195 2. a doctorate in ethnic studies or related fields such as: Native American Studies (NAS/AIS),
1196 African American Studies (AFAM), Asian American Studies (AAS), and Chicax/Latinx Studies
1197 (CCS) (preferred but not required);
- 1198 3. university-level teaching experience or graduate training that demonstrates qualifications to
1199 teach in one of the ethnic studies areas (NAS/AIS, AFAM, AAS, CCS);
- 1200 4. a professional commitment to the learning needs of a diverse student body.

1201

1202 Sections designed for English language learners and other multilingual speakers require substantial
1203 formal training and experience in teaching speakers of other languages.

1204

1205 Graduate teaching associates shall be allowed to teach a GE class only after training and under the
1206 close supervision of an expert in the field.

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1216 **SJSU Studies (Upper-Division GE)**

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1218 **Integrated Knowledge of an Educated Person**

1219 SJSU Studies courses help students integrate knowledge between and among disciplines. An
1220 educated person is able to apply concepts and methods learned in one area to other areas as part of
1221 a lifelong learning process. SJSU Studies courses develop abilities that enable students to live and
1222 work intelligently, responsibly, and cooperatively in a multicultural society and to develop abilities to
1223 address complex issues and problems using analytical skills and creative techniques.
1224

1225 The three SJSU Studies categories—Areas R, S, and V—meet CSU requirements for 9 units of upper-
1226 division courses in general education. Students must complete all Core GE requirements (lower-level
1227 requirements in Areas A-F) prior to enrolling in SJSU Studies courses. Upper-division standing is
1228 required, and completion of, or co-registration in, a 100W is strongly recommended.

1229

1230 **Area R: Earth, Environment, and Sustainability (Upper Division B)**

1231

1232 Area R courses apply the scientific method and quantitative reasoning to engage in ethical, civic-
1233 minded inquiry around sustaining the earth, its environments, and its inhabitants.
1234

1235 **A. Goals**

1236 In Area R courses, students apply knowledge of scientific theories and concepts as well as
1237 quantitative reasoning to explore the relationship between humans and the natural environment.
1238 Students achieve an understanding of the role that science plays in addressing complex issues, as
1239 well as the potential limits of scientific endeavors and the value systems and ethics associated with
1240 scientific inquiry.
1241

1242 **B. GE Area R Learning Outcomes**

1243 Upon successful completion of an Area R course, students should be able to:

- 1244 1. apply scientific principles and the scientific method to answer questions about earth, the
1245 environment, and sustainability;
- 1246 2. apply mathematical or quantitative reasoning concepts to the analysis and generation of
1247 solutions to issues of earth, the environment, and sustainability;
- 1248 3. communicate a scientific finding, assertion, or theory to a general audience with the
1249 integrity and rigor of the underlying science; and
- 1250 4. explain ethical dimensions and civic relevance of scientific inquiry
1251

1252 **C. Content**

- 1253 1. Courses shall focus on issues or present perspectives from different academic disciplines.
- 1254 2. Courses shall require students to apply basic skills (reading, writing, speaking, critical
1255 thinking, research, and mathematics/quantitative reasoning) gained in Core General
1256 Education courses.
- 1257 3. Assignments must utilize library research and oral and written communication skills.
- 1258 4. Courses shall promote reflective processes and critical analysis of the civic relevance and
1259 ethical dimensions of course topics.
- 1260 5. Materials must include primary sources appropriate to the disciplinary approaches used in
1261 the course (e.g., scholarly journal articles, original creative works).
1262

1263 **Writing requirement**

1264 The minimum writing requirement is 3,000 words in a language and style appropriate to the discipline.
1265 Written assignments should include both in-class and out-of-class writing, giving students practice and
1266 feedback throughout the semester. Evaluative comments must be substantive, addressing the quality
1267 and form of writing. A single final term paper would not satisfy the requirement.
1268

1269 **Diversity requirement**
1270 Issues of diversity shall be incorporated in an appropriate manner.
1271

1272 **Class size**

1273 Area R course sections shall normally be limited to 40 students. Departments that teach Area R
1274 sections with enrollments of more than 40 students must provide a summary, in the GE section of the
1275 Program Planning Study, indicating how practice, feedback, and revisions in writing are addressed in
1276 larger sections.
1277

1278 **Instructor qualifications**

- 1279 1. an understanding and appreciation of general education;
1280 2. a doctorate (preferred but not required);
1281 3. college-level teaching experience or graduate training in the subject matter of the course;
1282 and
1283 4. a professional commitment to the learning needs of a diverse student body.
1284

1285 Teaching associates shall be allowed to teach a GE class only after training and under close
1286 supervision of an expert in the field.
1287

1288 **Area S: Self, Society, and Equality in the U.S. (Upper Division D)**
1289

1290 In Area S courses, students study the interrelationships of individuals, racial groups, and cultural
1291 groups to understand and appreciate issues of diversity, inclusion, and justice in the United States. By
1292 exploring different perspectives and helping students articulate and discuss their own values, Area S
1293 courses prepare students to live and work responsibly and cooperatively in a multicultural society.
1294

1295 **A. Goals**

1296 In Area S courses, students study the interrelationships of individuals, racial groups, and cultural
1297 groups to understand and appreciate issues of diversity, inclusion, and justice in the United States.
1298 By exploring different perspectives and helping students articulate and discuss their own values,
1299 Area S courses prepare students to live and work responsibly and cooperatively in a multicultural
1300 society.
1301

1302 **B. GE Area S Learning Outcomes**

1303 Upon successful completion of an Area S course, students should be able to:

- 1304 1. describe how identities, broadly defined, are shaped by cultural and societal influences
1305 within contexts of equality and inequality;
1306 2. analyze historical, economic, political, or social processes that shape diversity, equity,
1307 and inclusion in the U.S.;
1308 3. explain their own values, including the relevant context for those values, and examine
1309 how their values connect with social actions that lead to greater equity and social justice; and
1310 4. engage in dialogue about social issues in the U.S., acknowledging diverse perspectives
1311 and experiences.
1312

1313 **C. Content**

- 1314 1. Courses shall focus on issues or present perspectives from more than one academic
1315 discipline.
1316 2. Courses shall require students to apply basic skills (reading, writing, speaking, critical
1317 thinking, research, and mathematics/quantitative reasoning) gained in Core General Education
1318 courses.
1319 3. Courses shall promote reflective processes and critical analysis of the civic relevance
1320 and ethical dimensions of course topics.

1321 4. Course materials (readings, research) must include primary sources appropriate to the
1322 disciplinary perspectives employed in the course (e.g., scholarly journal articles, original
1323 creative works)
1324

1325 **Writing requirement**

1326 The minimum writing requirement is 3,000 words in a language and style appropriate to the discipline.
1327 Written assignments should include both in-class and out-of-class writing, giving students practice and
1328 feedback throughout the semester. Evaluative comments must be substantive, addressing the quality
1329 and form of writing. A single final term paper would not satisfy the requirement.
1330

1331 **Diversity requirement**

1332 Issues of diversity shall be incorporated in an appropriate manner.
1333

1334 **Class size**

1335 Area S course sections shall normally be limited to 40 students. Departments teaching sections with
1336 enrollments of more than 40 students must provide a summary, in the GE section of the Program
1337 Planning Study, indicating how practice, feedback, and revisions in writing are addressed in larger
1338 sections.
1339

1340 **Instructor qualifications**

- 1341 1. an understanding and appreciation of general education;
1342 2. a doctorate (preferred but not required);
1343 3. college-level teaching experience or graduate training in the subject matter of the course;
1344 and
1345 4. a professional commitment to the learning needs of a diverse student body.
1346

1347 Teaching associates shall be allowed to teach a GE class only after training and under close
1348 supervision of an expert in the field.
1349

1350
1351 **Area V: Culture and Global Understanding (Upper Division C)**
1352

1353 Courses in Cultures and Global Understanding examine multiple aspects of human expression in
1354 cultures and societies outside the United States. By reflecting on how traditions of cultures outside the
1355 United States have influenced the United States' cultures and societies, students deepen their
1356 understanding of various cultures.
1357

1358 **A. Goals**

1359 Courses in Cultures and Global Understanding examine multiple aspects of human expression in cultures and
1360 societies outside the United States, including how such cultures develop and influence one another as well as
1361 U.S. cultures and societies. Upper division courses that teach advanced foreign language and culture are
1362 eligible for this category.
1363

1364 **B. GE Area V Learning Outcomes**

1365 Upon successful completion of an Area V course, students should be able to:

- 1366 1. Analyze historical, social, and/or cultural significance of creative works of human expression, from
1367 at least two cultural traditions outside the United States;
1368 2. Examine how creative works of human expression outside the United States have influenced the
1369 United States' cultures;
1370 3. Explain how a culture outside the U.S. has changed in response to internal and external influences;
1371 4. Appraise how the study of creative works of human expression from outside the United States
1372 shapes their own understanding of cultures;
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1373 **C. Content**

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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.
 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 (e.g., scholarly journal articles, original creative works).

1387 **Writing requirement**

1388 The minimum writing requirement is 3,000 words in a language and style appropriate to the discipline.
1389 Written assignments should include both in-class and out-of-class writing, giving students practice and
1390 feedback throughout the semester. Evaluative comments must be substantive, addressing the quality
1391 and form of writing. A single final term paper would not satisfy the requirement.
1392

1393 **Diversity requirement**

1394 Issues of diversity shall be incorporated in an appropriate manner.
1395

1396 **Class size**

1397 Area V course sections shall normally be limited to 40 students. Departments teaching Area V
1398 sections with enrollments exceeding 40 students must provide a summary, in the GE section of the
1399 Program Planning Study, indicating how practice, feedback, and revisions in writing are addressed.
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1401 **Instructor qualifications**

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1. an understanding and appreciation of general education;
 2. a doctorate (preferred but not required);
 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.

1408 Graduate teaching associates shall be allowed to teach a GE class only after training and under close
1409 supervision of an expert in the field.
1410

1411 **Graduation Course Requirements (Not General Education)**

1412 In addition to the General Education Program courses described herein, students must fulfill additional
1413 course requirements for the baccalaureate degree at San José State University. These include
1414 completion of an approved major program of study, an SJSU-specific physical education requirement,
1415 and two CSU-mandated graduation requirements: American Institutions Requirements, Writing in the
1416 Discipline, and Physical Education.
1417

1418 **American Institutions Requirement**

1419
1420 The American Institutions (AI) requirement is based on the premise that any student graduating
1421 from the CSU should have an understanding of the history and governmental institutions of the
1422 United States and the State of California. This requirement, which was put in place by the State of
1423 California, is laid out in California State University [Executive Order 1061](#). The original mandate
1424 appears in the State Education Code Title V, Section 40404.
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A. Goals

American Institutions courses educate students about the foundations of U.S. and California government and provide various interpretations of the historical developments and political processes that have shaped the social, economic, and political systems in which they live. The goal of the requirement is to ensure that students have a solid basis to exercise their civic rights and responsibilities.

B. Student Learning

After completing the American Institutions requirement, students should be able to:

1. demonstrate knowledge of the formation of significant events and movements in U.S. history, including the role of major ethnic and social groups in these events as well as the political, economic, social, and geographic contexts of such events, across a continuous period of about 100 years.
2. demonstrate civic literacy that promotes effective participation in a democratic society, including an understanding of the responsibilities of democratic citizenship;
3. use critical thinking skills to engage with contemporary and historically enduring questions regarding United States institutions and government;
4. demonstrate understanding of the range of Americans' and Californians' political behavior within the frameworks established by the United States and California Constitutions.

C. Content

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

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

Area US-1: American History courses must include:

1. study of the formation of significant events and movements covering a time span of about one hundred years and occurring in the geopolitical borders of what is now the U.S.;
2. consideration of the ways in which race, class, sexuality, ethnicity, gender, immigration, and other factors shape such movements and events and their impact on U.S. history; and
3. a framework that includes consideration of at least three of the following: politics, economics, social movements, cultural outcomes, and geography.

Area US-2: The U.S. Constitution courses must include:

1. the impact on the Constitution of the political philosophies of the framers ;
2. the nature, evolution, and efficacy of United States political institutions and processes under that Constitution; and
3. the development and expansion of rights and obligations of citizens in the political system established under the Constitution.

Area US-3: California State and Local Government courses must include:

- 1474 1. the evolution of federal-state relations as well as the nature and processes of state and
1475 local government, as established under the Constitution of the State of California; and
1476 2. an exploration of the contemporary relationships and division of responsibilities between
1477 state (and local government) and the federal government as well as the resolution of
1478 conflicts under the constitutions of both the state and nation.
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1481 **American Institutions courses that meet General Education Requirements**

1482 Many CSU campuses allow American Institutions courses to satisfy certain GE requirements.
1483 San José State permits designated courses that fulfill the AI requirement to satisfy General
1484 Education breadth requirements in Areas C: Arts and/or Letters and D: Social Sciences. In
1485 addition to meeting the above content requirements, proposals for such courses must include:

- 1486 1. clear evidence that student learning outcomes specific to the block or GE Requirement
1487 are being taught and assessed; and
1488 2. course content in outline that demonstrates adequate time devoted to teaching and
1489 assessing American Institutions outcomes.
1490
1491

1492 **Writing in the Discipline (Formerly Area Z)**

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1494

A. **Goals**

1495 Students will develop advanced proficiency in college-level writing and appropriate
1496 contemporary research strategies and methodologies to communicate effectively to both
1497 specialized and general audiences. Written Communication II should reinforce and advance
1498 the abilities developed in Written Communication I (A2) and Critical Thinking and Writing (A3)
1499 courses and broaden and deepen these to include mastery of the discourse peculiar to the
1500 discipline in which the course is taught. A minimum grade of C (not including C-) meets this
1501 CSU graduation requirement.
1502

1503 B. **Student Learning**

1504 Upon successful completion of a Writing in the Discipline course, students should be able to:
1505 1. produce discipline-specific written work that demonstrates upper-division proficiency in
1506 language use, grammar, and clarity of expression;
1507 2. explain, analyze, develop, and criticize ideas effectively, including ideas encountered in
1508 multiple readings and expressed in different forms of discourse;
1509 3. organize and develop complete essays and other documents for both professional and
1510 general audiences, using appropriate editorial and citation standards; and
1511 4. locate, organize, and synthesize information effectively to accomplish a specific purpose,
1512 and to communicate that purpose in writing.
1513

1514 C. **Content**

1515 1. Written Communication II courses are discipline specific. All courses will use language
1516 and forms of writing appropriate to the discipline.
1517 2. Writing assignments shall total a minimum of 8000 words assigned throughout the
1518 semester, at least 4000 of which must be in revised final draft form. How the 8000-word
1519 minimum will be met and distributed must be clearly indicated on course syllabi.
1520 3. Courses shall include in-class and out-of-class writing assignments, and give students
1521 repeated practice in all phases of the writing process: prewriting, organizing, writing,
1522 revising, and editing.
1523 4. Courses shall provide opportunities for students to revise drafts based on feedback from
1524 the course instructor. A single final term paper does not satisfy the requirement.

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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 Self-Directed Placement

Diversity requirement

Issues of diversity shall be incorporated in an appropriate manner.

Class size

Writing in the Discipline course sections shall normally be limited to 25 students. Departments teaching Writing in the Discipline 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.

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 at <https://catalog.sjsu.edu/content.php?catoid=2&navoid=142#pe-waiver>.
2. **Transfer students in specified majors.** A current list of such exceptions is published at <https://catalog.sjsu.edu/content.php?catoid=2&navoid=142#pe-waiver>.
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.

1574 5. **Veterans who have completed at least one year of active duty in the armed**
1575 **services** (Army, Navy, Air Force, Marines, Coast Guard or Space Force) have satisfied
1576 the physical education requirement (Credit for Military Training in Non-Collegiate
1577 Settings section).

1578 **Resources (to be in considered)**

1579
1580 A list of courses offered at San José State that meet General Education requirements is
1581 published in the University Catalog at
1582 https://catalog.sjsu.edu/preview_program.php?catoid=2&poid=450.

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1584 GE website

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1586 List of relevant Academic Senate policies

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1588 GE Governance

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