



**SAN JOSÉ STATE
UNIVERSITY**

**Guidelines for General Education
(GE), American Institutions (AI),
and the Graduation Writing
Assessment Requirement
(GWAR)**

Fall 2014

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General Education Fall 2014

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

The CSU (Executive Order 1065, Section 3.2) specifies that “Each CSU campus shall define its GE student learning outcomes, to fit within the framework of the four ‘Essential Learning Outcomes’ drawn from the Liberal Education and American Promise (LEAP) campaign (<http://www.aacu.org/leap/vision.cfm>), an initiative of the Association of American Colleges and Universities (AAC&U).” Thus, the Four LEAP Essential Learning Outcomes constitute the GE Program Outcomes for SJSU.

General Education Program Outcomes

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

- **Knowledge of Human Cultures and the Physical and Natural World**

Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts (*Focused by engagement with big questions, both contemporary and enduring*)

- **Intellectual and Practical Skills**

(*Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance*)

- **Personal and Social Responsibility**

(*Anchored through active involvement with diverse communities and real-world challenges*)

- **Integrative Learning**

(*Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems*)

The first of these Program outcomes maps to existing student learning outcomes for the individual GE Areas within the GE Program. The other three GE Program Outcomes may be made operational by use of the AAC&U VALUE Rubrics (<http://www.aacu.org/value/rubrics/index.cfm>)

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

*Supersedes Fall 2005 (amended in 2009) Guidelines
Effective date Fall 2014*

Core (Lower Division) General Education

Basic Skills of an Educated Person

These courses help build key skills for learning – communication and critical thinking. An educated person can communicate ideas effectively both verbally and in writing. Being able to organize and express ideas is a key part of learning. An educated person must also have strong reasoning powers in order to analyze critically all types of information. The skills courses within General Education provide an opportunity for students to gain and enhance critical communication and analytical skills. Each must be passed with a grade of C or better (C- not accepted) as a graduation requirement.

- Oral Communication (A1) 3
- Written Communication I (A2) 3
- **Critical Thinking and Writing (A3) 3**
- Mathematical Concepts (B4) 3

Basic Knowledge of an Educated Person

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

- Physical Science (B1) 3
- Life Science (B2) 3
- (One lab course in science required)*
- Arts (C1) 3
- Letters (C2) 3
- **C1 or C2 3**
- Human Behavior (D1) 3
- Comparative Systems, Cultures & Environments (D2) 3
- Social Issues (D3) 3
- Human Understanding & Development (E) 3

SJSU Studies

Upper Division GE (9 units) + Graduation Writing Assessment Requirement (GWAR, 0-3 units)

Integrated Knowledge of an Educated Person

These courses will help students become integrated thinkers who can see connections between and among a variety of concepts and ideas. An educated person will be able to apply concepts and foundations learned in one area to other areas as part of a lifelong learning process. These courses will help students to live and work intelligently, responsibly, and cooperatively in a multicultural society and to develop abilities to address complex issues and problems using disciplined analytical skills and creative techniques. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students (University Policy S12-9)

- Earth and Environment (R) 3
- Self, Society & Equality in the U.S. (S) 3
- Culture, Civilization & Global Understanding (V) 3
- Written Communication II (Z) (satisfies CSU-GWAR) 0-3

American Institutions Graduation Requirements

American Institutions (US 1-2-3; may be satisfied in Core GE) 0-6

Summary: **39 Units CORE (including American Institutions)**

9-12 Units SJSU Studies

Total Units: **48-51 Units**

Implementation of General Education Guidelines

Rules for Students to Satisfy General Education Requirements

1. Effective Dates

- Fall 2014 to present: Students who began continuous enrollment in Fall 2014 or later must follow the General Education requirements outlined in these 2014 GE Guidelines. All students (i.e., those enrolled prior to Fall 2014) may choose to follow this plan.
- Fall 2005 -Spring 2014: Students who began continuous enrollment in Fall 2005 or later may follow the General Education requirements outlined in the 2005 GE Guidelines (amended 2009).
- Fall 1997-Spring 2005: Students who began continuous enrollment during this period are not affected by changes in these Guidelines. Requirements remain the same as those approved Fall 1997.
- Fall 1991-Spring 1997: There are a variety of GE patterns for students who began continuous enrollment Fall 1991-Spring 1997. Most students will benefit from following the Fall 2005 requirements described here; however, students should consult with the Academic Advising and Retention Services (AARS; Student Services Center, 10th and San Fernando) to determine the best pattern in their case.
- Prior to Fall 1991: Students who began continuous enrollment at SJSU or other CSU or California Community College prior to Fall 1991 follow the GE pattern that was in effect at the time they began continuous enrollment. Consult the Academic Advising and Retention Services (AARS) for appropriate patterns and requirements.

2. Minimum Units, Grades, and GPAs.

- All students must complete 51 units of approved General Education courses with letter grades.
- If a requirement is waived without unit credit (e.g., English 1A, 100W) or an area is satisfied with fewer units (e.g., quarter to semester unit conversions), additional approved General Education courses may be required to complete a minimum of 48 General Education (GE) units (CSU requirement; EO-1065).
- All students must complete all areas described in the guidelines: Core General Education (39 units), SJSU Studies (9-12 units), American Institutions (0-6 units),
- Registration for the Writing Skills Test (WST) requires completion of a Critical Thinking course (A3) with a C or better (C- not accepted)
- Successful completion of, or co-registration in, a 100W course is strongly recommended for enrollment in SJSU Studies courses in GE Areas R, S, and V.
- Basic Skills courses (Oral Communication (A1), Written Communication (A2), Critical Thinking and Writing (A3), and Mathematical Concepts (B4)) must be passed with a C or better (C- not included) as a graduation requirement.
- A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students. If more than one course is taken in any of the individual R, S, or V areas, then the highest grade in that individual area will be used to calculate the aggregate SJSU Studies GPA.

3. Transfer and Second Baccalaureate Students

- Completing an Intersegmental GE Transfer Curriculum (IGETC) or a CSU 39-unit breadth certification prior to transfer may satisfy Core General Education. Second baccalaureate students satisfy Core General Education with their first baccalaureate.
- All students must satisfy SJSU Studies at SJSU regardless of GE completed at other institutions
EXCEPTIONS: Written Communication II may be satisfied prior to transfer. All 9 units of upper division GE, if completed while a matriculated student at another CSU campus will satisfy the R, S, and V requirements, including GE Residence, at SJSU

4. Breadth

- Students should be encouraged through academic advisement to experience a wide variety of perspectives in both their Core and SJSU Studies courses. Students should be strongly encouraged to satisfy GE Areas R, S, and V with courses from departments other than the major department. Completion of, or co-registration in, a 100W course is strongly recommended. Major Departments may impose additional limits on the number of courses allowed in a particular discipline.

5. Prerequisites

The following General Education courses require prerequisites to enroll:

- Written Communication I: Satisfaction of the English Placement Test (EPT)
- Critical Thinking and Writing (A3): Completion of Areas A1 (Oral Communication) and A2 (Written Communication I) with grades of C or better (C- not accepted).
- Writing Skills Test: Completion of a Critical Thinking course (A3) with a C or better (C- not accepted)
- Mathematical Concepts: Satisfaction of the Entry Level Math Test (ELM)
- SJSU Studies: Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), completion of Core General Education. Completion of, or co-registration in, 100W is strongly recommended.

6. Approved Courses

- All General Education equivalent courses must be on the approved list of the California Community College (CCC), California State University (CSU), or University of California (UC) for CSU Breadth Requirement or the Intersegmental General Education Transfer Curriculum (IGETC) where and when the course is taken.
- To find approved courses at SJSU, check the General Education Course Listing in the online SJSU Class Schedule. The online SJSU Catalog also shows a GE Area designation in the course descriptions for all courses satisfying a General Education requirement.

GE Modifications for Degree Programs

- CSU Executive Order 1065 (Section 2.2.5.b) authorizes programmatic exceptions to the CSU GE Policy: "In the case of high-unit professional major degree programs, the chancellor may grant exceptions to one or more requirements for students completing the particular program. Such exception must be approved at the campus level prior to initiating a request to the Chancellor's Office. A full academic justification shall be submitted to the executive vice chancellor and chief academic officer, Academic Affairs, who shall submit his or her recommendation and the campus recommendation (along with all relevant documents) to the chancellor." The following SJSU implementation is consistent with the executive order.
- **Category 1** – Requests to **satisfy GE Areas within major degree programs** follow ordinary approval processes described in these Guidelines (below). This includes the need for submitting an Assessment Schedule and Annual GE Assessment Reports. (Examples include PSYC 1 for Area D1 for Psychology majors, and CHAD 60 for Area E for Child and Adolescent Development majors). **A department may propose a set of courses, rather than a single course, to satisfy a GE Area** with assessment data gathered and reported across the range of courses. Students satisfying GE Areas in this category retain that approval even if they should change majors. If the GE Area met within the major is one of the four Basic Skills (A1, A2, A3, B4), then the course or set of courses must be passed with [a] C or better grade[s] (C- not accepted). [This category is not an exception falling under EO-1065, but is included for the sake of completeness.]

- **Category 2** – Requests to **satisfy GE Areas with the substitution of non-GE coursework in the major** are also possible. These requests must be approved by BOGS. The courses used in this category are not designed nor assessed as GE courses, and do not need to have GE Certification, but may be requested to submit documentation to BOGS demonstrating that the GE learning and content outcomes are largely met. (Examples include Physics 2A for Areas B1/B3, and Math 30 for Area B4. In the case of Area B4 or any other of the four Basic Skills, the substitute course must be passed with a C or better as a graduation requirement (C- not accepted).) Substitutions under Category 2 will be based on passing a BOGS-approved course or set of courses with specified grades. BOGS will post all such modifications on a webpage accessible to all students and advisors. Students satisfying any GE Areas in this category and who later change majors retain the clearance of the GE Area(s).
- **Category 3** – Requests for a **waiver of a Core (lower division) GE Area** are made to Curriculum and Research (University policy S13-3). These waivers are program specific and require an evaluation of whether or not a degree program can reduce units in the major rather than seek relief via a waiver of GE units. The Curriculum & Research Committee’s recommendation is passed on to the Provost. The Provost and President then request the waiver from the Chancellor’s Office. Degree Programs may apply for a modification (waiver) of the CORE General Education Requirements when they cannot accommodate GE requirements within the maximum degree unit limit (120 unit). If a student changes majors, s/he must satisfy the GE Area that would have been waived had s/he remained in the original major.
- **Implementation** – Degree Programs should submit requests for a modification of the GE requirements, including documentation and a statement supporting the request, to the Office of Undergraduate Studies by October 1 for implementation the following Fall (if approved). The Office of Undergraduate Studies shall review the request in consultation with the Board of General Studies. The Board or the Office of Undergraduate Studies may solicit additional information. The final recommendation to grant or deny the modification is made by the Board of General Studies and forwarded to the Provost for final campus approval. Appeals of the Board's recommendation or the Provost’s campus decision may be made to the Provost. The Provost shall submit all final decisions to the Chancellor’s Office.
- **Transparency** – A list of all Category 2 and Category 3 exceptions will be maintained and posted on line by the Office of Undergraduate Studies. Ordinarily, all Category 2 and Category 3 exceptions will be reviewed by the Board of General Studies every 5 years (beginning in AY 2015-16), but may be reviewed more frequently if there are future changes to either the degree program or the GE Program.
- **Reporting** – All SJSU level approvals are provisional until receiving final approval from the Chancellors Office according to CSU Executive Order 1065 (Section 2.2.5.b) (see above).

Administration of the General Education Program

- The Board of General Studies, in consultation with the Writing Requirements Committee, is responsible to the Associate Vice President, Undergraduate Studies, for final review and recommendations on all criteria, courses, evaluation and assessment instruments, and procedures. The Guidelines that appear in this document were revised by the committee members listed at the end of the Guidelines, in consultation with faculty, students, staff and administrators across the campus community.

Procedure for Submitting Courses for New Certification in General Education

Submit all documents electronically with digital signatures as required. If there are any questions, please call the Associate Dean for Curriculum and Director of General Education, Office of Undergraduate Studies (4-2447).

1. **Course Certification Request Form for General Education (New Course Certification Request)**
2. **New courses:** approved Undergraduate Permanent Course Proposal Form (**NewCourseProposal**).
Existing modified courses: approved Minor Curriculum Change Form (**Minor Course Change**).

Course Description, including Assessment Plans and Methodologies

The greensheet must demonstrate how the course addresses GE Area goals directly and substantively by:

- providing excellent examples of course activities/experiences/assignments that are clearly linked to each of the student learning outcomes and providing ample opportunity for meaningful assessment; and
- illustrating how the course meets the content requirements of the GE Area(s) across a significant portion of the course; the description must be applicable to all sections of the course, regardless of instructor or department for cross-listed courses.

A well-designed greensheet will need little supplemental information in order for a course to be approved for certification. However, BOGS may request additional material that may prove helpful in understanding any aspect of the proposed course, particularly more detailed descriptions of planned assessment methodologies.

The Center for Faculty Development (CFD) maintains a greensheet template (<http://www.sjsu.edu/cfd/docs/accessible%20syllabus%20template.doc>) that includes all the following items. General Education course syllabi should minimally be accessible and comply with all requirements of campus Greensheet Policy F06-2 (<http://www.sjsu.edu/senate/docs/F06-2.pdf>) as amended by University Policy S12-3 (<http://www.sjsu.edu/senate/docs/S12-3.pdf>). Additionally, GE greensheets must include:

1. Explicit connections or linkages between the Student Learning Outcomes for the General Education Area and the course activities/experiences/assignments that are designed to meet these outcomes.
2. For Basic Skills and 100W courses (A1, A2, A3, B4, Z) the course syllabi must state: "This course must be passed with a C or better as a CSU graduation requirement."
3. SJSU Studies course syllabi must state, "Students are strongly encouraged to satisfy GE Areas R, S, and V with courses from departments other than the major department. Completion of, or co-registration in, a 100W course is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students."
4. Topics or subjects covered in the course, generally in the form of a week by week course schedule.
5. Specifics relating to how assignments meet writing requirements.

3. **Assessment Schedule**

Include an Assessment Schedule for the remainder of the departmental Program Planning cycle (see section below).

4. **Instruction** Describe how the course will be taught. **Include:**

- a. methods of instruction (e.g., lectures, discussions, small groups, simulation), pointing out opportunities for active student learning; explicitly address the ways in which online and hybrid delivery of content will be used if the course will not be taught exclusively in person.
- b. general qualifications of all those who might teach the course, with areas of expertise, experience, and training.
- c. description of how course will be coordinated to insure consistent implementation and assessment across all sections of the course.

Approval Process for new GE Courses

1. Department submits a complete General Education assessment/certification packet to the Board of General Studies via its College Dean (see guidelines above). Designation of a department Course Coordinator is required (e.g., instructor, curriculum committee representative, department chair).
2. College Curriculum Committee reviews requests and forwards to College Dean for recommendation.
3. College Dean forwards all required documents electronically (with digital signatures as needed) to the Board of General Studies via the Office of Undergraduate Studies by **October 1 for the following Fall** and **March 1 for the following Spring** certification.
4. The Board reviews and acts on all new GE courses-submissions. The department chair and course coordinator (or their designees) are invited to the meeting(s) at which the new course will be considered. No proposals are rejected or modified/clarified without consultation with the Department. After a final vote of the Board has been taken, the AVP for Undergraduate Studies writes a letter to the Department Chair stating the Board's action. If the course requires modification/clarification or has been denied, the Board's concerns are detailed in the letter. Although the Provost reserves the right to act on any General Education courses that authority has been delegated to the AVP for Undergraduate Studies as Chair of the Board.
5. Undergraduate Studies records all actions in office files, and posts certifications to the Official University Curriculum File.
6. Courses approved by **December 20** may be scheduled for the following **Fall term**. Courses approved by **May 20** may be scheduled for the following **Spring term**.

Procedure for the Assessment and Continuing Certification of General Education Courses

Annual GE Assessment Report

At the end of each academic year, each course coordinator will prepare a brief (two page maximum) report that documents the assessment of the course during that year. (See "General Education Annual Course Assessment Form" (<http://www.sjsu.edu/ugs/faculty/programs/assessment/ge/index.html>)). The home department of each GE course completes this assessment form. This report will be electronically submitted by the department chair to the Office of Undergraduate Studies (UGS) with an electronic copy to the home college. These annual reports are to be submitted electronically to UGS by **October 1** of the following academic year. For example, assessment reports for the **AY 2014-2015 year are due by October 1, 2015.**

Content of the Annual Assessment Report

The annual assessment report has two parts:

- A. The first part is completed by the course coordinator. In this section, the coordinator will answer three questions:
 1. What SLO(s) or course components (for example, diversity, writing, etc.) were assessed for the course during the AY?
 2. What were the results of the assessment of this course? What were the lessons learned from the assessment?
 3. What modifications to the course, or to its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)

- B. The second part of the annual assessment report is completed by the department chair. At the bottom of the assessment report, the chair should answer the following question:
 4. Are all sections of the course still aligned with the area Goals, Student Learning Outcomes (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?

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

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

Program Review: GE Component

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

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

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

1. One sample green-sheet reflecting how the course is currently taught, with up to two pages of commentary explaining how the course accomplishes its GE SLOs.
 2. An assessment report (two page maximum) for each course that includes the following:
 - a. A comprehensive evaluation of the course that may include a focus on the GE Goals for its area or other course goals.
 - b. Changes that the department has made to try to improve student success with respect to the GE SLOs
 - c. Future plans for course modifications, if applicable.
 3. An appendix consisting of the annual course assessment forms.
- BOGS then receives the GE section of the department's program planning self-study and reviews the materials on individual courses:
- a. Is the course consistent with the GE Guidelines?
 - b. Is assessment allowing or supporting improvements to instruction?
 - c. Are there lessons from the course for GE at SJSU?

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

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

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

General Education Annual Course Assessment Form

Course Number/Title _____ GE Area _____

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

Course Coordinator: _____ Emails _____

Department Chair: _____ College: _____

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

Part 1

To be completed by the course coordinator:

(1)What SLO(s) were assessed for the course during the AY? (This should be in agreement with the Assessment Schedule on file with UGS (<http://www.sjsu.edu/ugs/faculty/programs/assessment/ge/Schedules/>). If not, please submit a revised Assessment Schedule for the course.)

(2)What were the results of the assessment of this course? What were the lessons learned from the assessment?

(3)What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)

Part 2

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

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

General Education Assessment Schedule (*Sample*)

Area A1: Oral Communication

Course Prefix and Number: _____ Course Title: _____

Course Coordinator: _____ Emails: _____

Submission Date: _____ College: _____

End of next Program Planning cycle (Self Study due to Dean; see PP Calendar) _____

Instructions: Each GE assessment schedule must indicate the plan for assessing all SLOs during the program planning cycle (beginning with the AY of the last PP Self Study and concluding with the last full AY prior to the year in which the PP Self Study is due). Departments may assess any combinations of SLOs in a given year, but they must assess all GE area SLOs in a program review cycle. Some assessment of the course is required each academic year.

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

This assessment schedule must be electronically submitted by the department chair to the Office of Undergraduate Studies with an electronic copy to the home college. Assessment schedules for all GE courses are due **October 1 of the AY in which the PP Self Study is due.**

Guidelines Common to All Areas of Core GE and SJSU Studies

Writing Outcomes

- Faculty should help students see writing as part of the learning process, not just the assessment process. Writers must understand material, be able to organize it logically, compare and contrast facts and ideas, and draw conclusions. Students will apply their comprehension and thinking skills in working with research materials to help them reach a level of understanding that leads to clarity, conciseness and coherence in writing.
- To facilitate meeting these outcomes, the Center for Faculty Development and Support, the Writing Center and/or Departments, is encouraged to provide resources/training on the evaluation of writing.

Diversity Outcomes

- San José State University is committed to creating a diverse community guided by core values of inclusion, civility, and respect for each individual. Such a community enriches the intellectual climate of the University and the educational experiences of its students, promotes personal growth and a healthy society, and supports a positive work environment. Courses may incorporate issues of diversity in one of two ways: 1) the experiences of diverse peoples may be topical issues of discussion and analysis; or 2) diversity may be considered through the contributions of diverse individuals and populations to the material under study. Life science courses may satisfy the diversity goal, in part, with discussions related to biodiversity in terms of the interactions between humans, cultures, and other organisms in the biosphere. Diversity issues addressed in General Education courses should:
 1. encourage students to act, listen and speak with open minds; to value individual experiences and perspectives; to develop skills to work together in a cooperative manner on behalf of the common good; and to appreciate differing viewpoints and ways of knowing, for the purpose of promoting the free exchange of ideas that fosters a healthy and productive society;
 2. include the experiences and/or contributions of those varying in (including but not limited to): accent, age, ancestry, citizenship status, color, creed, disability, ethnicity, gender, marital status, medical condition, national origin, race, religion or lack thereof, sex, sexual orientation, transgender, and veteran's status.

Course Syllabi (Greensheets)

The Center for Faculty Development (CFD) maintains a greensheet template (<http://www.sjsu.edu/cfd/docs/accessible%20syllabus%20template.doc>) that includes all the following items. General Education course syllabi should minimally be accessible and comply with all requirements of campus Greensheet Policy F06-2 (<http://www.sjsu.edu/senate/docs/F06-2.pdf>) as amended by University Policy S12-3 (<http://www.sjsu.edu/senate/docs/S12-3.pdf>). Additionally, GE greensheets must include:

1. Explicit connections or linkages between the Student Learning Outcomes for the General Education Area and the course activities/experiences/assignments that are designed to meet these outcomes.
2. For Basic Skills and 100W courses (A1, A2, A3, B4, Z) the course syllabi must state: "This course must be passed with a C or better as a CSU graduation requirement."
3. SJSU Studies course syllabi must state, "Students are strongly encouraged to satisfy GE Areas R, S, and V with courses from departments other than the major department. Completion of, or co-registration in, a 100W course is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students."
4. Topics or subjects covered in the course, generally in the form of a week by week course schedule.
5. Specifics relating to how assignments meet writing requirements.

Core General Education

Basic Skills of an Educated Person

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

1. Oral Communication (A1)
2. Written Communication I (A2)
3. Critical Thinking and Writing (A3)
4. Mathematical Concepts (B4)

Basic Knowledge of an Educated Person

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

1. Physical Science (B1)
2. Life Science (B2)
One lab course required in science (B3)
3. Arts (C1)
4. Letters (C2)
5. Human Behavior (D1)
6. Comparative Systems, Cultures & Environments (D2)
7. Social Issues (D3)
8. Human Understanding & Development (E)

Core General Education: ORAL COMMUNICATION (A1)

A. Goals

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

B. Student Learning

Students shall be able to:

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

C. Content

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

D. Support

- Class size: Class sections shall be limited to 25 students. For sections that are specifically designed for limited-English-speaking students, the enrollment limit shall be 20.
- Grading: A-F. Completing Area A1 with a grade of C or better (C- not accepted) is a graduation requirement.
- Special or supplementary assistance. Some students may require special or more assistance than the regular class can provide. In such cases, faculty is urged to refer the student to the appropriate program for special or supplementary assistance.
- Instructor qualifications
 - a. an understanding and appreciation of General Education;
 - b. a doctorate (preferred but not required);
 - c. college-level teaching experience or advanced (graduate) training in the subject matter of the course;
 - d. a professional commitment to the learning needs of a diverse student body;
 - e. sections designed for foreign students require substantial formal training and experience in teaching speakers of other languages, in addition to above requirements; and
 - f. teaching associates shall be allowed to teach a GE class only after training and under the close supervision of an expert in the field.

E. Assessment

- Each course shall include readings and lecture/discussions to introduce students to the study of communication and the process of human symbolic interaction, focusing on the communicative process from the rhetorical perspective: analysis, reasoning, and advocacy; organization; and the discovery, critical evaluation, and reporting of information.
- To demonstrate mastery of this conceptual material, each course shall include at least 100 minutes of written examinations.
- At a minimum, all writing shall be assessed for grammar, clarity, conciseness and coherence for all GE areas and courses. Writing Intensive GE areas have additional requirements specified in their Content Sections.
- In accordance with the approved assessment plan, the course coordinator/department chair will submit GE Assessment Reports annually as required to maintain certification and will present summary results as a part of the Program Planning Self Study.

Core General Education: WRITTEN COMMUNICATION I (A2)

A. Goals

Courses should cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing at the university. Students will develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings. A passing grade of C or better signifies that the student is a capable college-level writer and reader of English.

B. Student Learning

Students shall

1. demonstrate the ability to read actively and rhetorically
2. demonstrate the ability to perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance
3. articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals
4. demonstrate the ability to integrate their ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres
5. demonstrate college-level language use, clarity, and grammatical proficiency in writing

C. Content

- Diversity. Issues of diversity shall be incorporated in an appropriate manner.
- Writing. Writing assignments shall give students repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. This class requires a minimum of 8000 words, at least 4000 of which must be in revised final draft form. Because in-class writing is valued and students should be able to perform well in timed writing situations, at least three essays shall be written in class. English 1A classes require at least three out-of-class essays. How the 8000-word minimum will be met and distributed must be clearly indicated on greensheets.
- Reading. Reading for the course will be extensive and intensive. It shall include useful models of writing for academic, general, and special audiences. A dictionary, a rhetoric (or rhetoric/reader), a handbook, and assigned readings are appropriate materials to require.

D. Support

- Tutoring. At the discretion of the university or the instructor, students may be required to attend tutoring sessions as a corequisite to completing the course.
- Class size: Enrollment must be limited to 25 students.*
- Grading: A-F. Completing Area A2 with a grade of C or better (C- not accepted) is a graduation requirement.
- Prerequisites. Passage of the English Proficiency Test (EPT), or passage of an approved substitute course for EPT.
- Instructor qualifications
 - a. an understanding and appreciation of General Education;
 - b. a doctorate (preferred but not required);
 - c. college-level teaching experience or advanced (graduate) training in the subject matter of the course;
 - d. a professional commitment to the learning needs of a diverse student body;
 - e. sections designed for foreign students require substantial formal training and experience in teaching speakers of other languages, in addition to above requirements; and
 - f. teaching associates shall be allowed to teach a GE course only after training and under the close supervision of an expert in the field.

E. Assessment

- At a minimum, all writing shall be assessed for grammar, clarity, conciseness and coherence for all GE areas and courses. Writing Intensive GE areas have additional requirements specified in their Content Sections.
- In accordance with the approved assessment plan, the course coordinator/department chair will submit GE Assessment Reports annually as required to maintain certification and will present summary results as a part of the Program Planning Self Study.

*Based on the recommendations from the National Council of English Teachers
<http://www.ncte.org/positions/statements/classsizecollege>

Core General Education: CRITICAL THINKING AND WRITING (A3)

A. Goals

In Critical Thinking courses, students will understand logic and its relationship to language: courses include a series of integrated reading, writing, oral, and research assignments that engage students in complex issues requiring critical thinking and effective argumentation. Students will develop language that distinguishes fact and judgment; articulates elementary inductive and deductive processes; parses fact, assumption and conclusion; integrates rebuttal and qualification as appropriate. Students will develop the ability to analyze, criticize, and advocate complex ideas, reason inductively and deductively, research and rebut information and arguments, and reach well-supported factual conclusions and judgments.

B. Student Learning

Students will demonstrate, orally and in writing, proficiency in the Area A3 Learning Outcomes. Students will be able to:

1. locate and evaluate sources, through library research, and integrate research through appropriate citation and quotation.
2. present effective arguments that use a full range of legitimate rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view.
3. effectively locate, interpret, evaluate, and synthesize evidence in a comprehensive way in support of one's ideas.
4. identify and critically evaluate the assumptions in and the context of an argument.
5. effectively distinguish and convey inductive and deductive patterns as appropriate, sequencing arguments and evidence logically to draw valid conclusions and articulate related outcomes (implications and consequences).

C. Content

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

Writing: Students will write a series of essays informed by research and articulating fully developed arguments about complex issues. Assignments emphasize those skills and activities in writing and thinking that produce 1) the persuasive argument, and 2) the critical essay, each of which demands analysis, interpretation, and evaluation. Writing assignments give students repeated practice in prewriting, organizing, writing, revising, and editing. This class requires a minimum of 6000 words, at least 4000 of which must be in revised final draft form. Assignments should include timed (or "In class") writing as well as revised writing (out of class). How the 6000-word minimum will be met and distributed must be clearly indicated on the course greensheet.

Students will receive frequent evaluations of their writing from the instructor. In keeping with the core goal of A3—understanding the relationship between language and logic—evaluative comments must be substantive, addressing both the logic of the argument and the quality and form of the writing. Comments should encourage and acknowledge student success as well as note problems and suggest ways to improve.

Writing assignments will be structured to explore the relationship between language and logic in composing arguments, and to develop strategies for incorporating critical thinking skills into the writing process. Instruction in writing will help students to recognize and produce language that:

- conveys complex ideas clearly, logically, persuasively
- states a clear position while taking into account other points of view, integrating both qualification and rebuttal as appropriate
- understands the kinds of argument and the kinds of evidence appropriate to each, and chooses both appropriately
- integrates research logically and ethically: analyzing, interpreting, synthesizing, and documenting information and ideas gleaned from reliable sources
- uses paragraph and essay form to effectively organize complex arguments into clear, readable logical sequences that are both coherent and persuasive
- controls word choice to develop prose that is readable, logical, and persuasive
- controls syntax, grammar, and punctuation to develop prose that is readable, logical, and clear

Oral: Students will also complete oral communication assignments. These assignments might include individual presentations; group presentations; group, team, or dyadic discussions; debates; and similar speaking events. Evaluative comments for these assignments, addressing issues of both content and presentation, must substantively remark on the logic of the argument as well as the presentation's delivery.

Reading: Readings are an integral part of A3 courses. Readings include useful models of writing for academic, general, and specific audiences; readings are used consistently with the course goal of enhancing ability in written communication and reading. The majority of the reading is devoted to analytical, critical, and argumentative texts. Instructors will help students develop and refine strategies for reading challenging, college-level material.

Readings will represent a broad spectrum of opinions and ideas, writing styles, and cultural experiences. Students should be introduced to methods of argument analysis, both rhetorical and logical, that allow them to parse complex arguments and articulate their logical structure. These methods of analysis can include, for instance, stasis theory and Toulmin analysis, truth trees and Venn's diagrams—any method formal and informal that encourages students to assess the validity of an argument and evaluate the relationship of the language to the argument's logic, including:

- distinguish denotation from connotation, abstract from concrete, literal from inferential
- identify logical structures (such as warrants, evidence, qualification, rebuttal; enthymemes and syllogisms) and distinguish common logical fallacies
- recognize and evaluate assumptions underlying an argument
- draw and assess inferences and recognize distinctions among assumptions, facts, inferences and opinions
- distinguish the role of audience and context and purpose in shaping argumentation strategies
- evaluate rhetorical appeals to understand the role of emotion and ethos in relation to logic as part of effective argumentation

Research: Area A3 courses will include a library orientation conducted or approved by a trained librarian, to introduce the library and basic research strategies that students will need to complete upper division coursework, including locating materials, using them effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly. A traditional research paper or a series of short essays informed by library research is required.

D. Support

- Class size: Enrollment must be limited to 25 students.*
- Grading: A-F. Completing this GE Area with a grade of C or better (C- not accepted) is a graduation requirement.
- Prerequisite: GE Areas A1 (Oral Communication) and A2 (Written Communication I, English 1A) with grades of C or better (C- not accepted).
- Instructor qualifications
 - a. an understanding and appreciation of General Education;
 - b. a doctorate (preferred but not required);
 - c. college-level teaching experience or advanced (graduate) training in the subject matter of the course;
 - d. a professional commitment to the learning needs of a diverse student body;
 - e. a professional commitment to critical thinking instruction, as demonstrated by teaching experience, publications, or continuing professional education;
 - f. a professional commitment to writing instruction, as demonstrated by teaching experience, publications, or continuing professional education;
 - g. sections designed for foreign students require substantial formal training and experience in teaching speakers of other languages, in addition to above requirements; and
 - h. teaching associates shall be allowed to teach a GE course only after training and under the close supervision of an expert in the field.

E. Assessment

- At a minimum, all writing shall be assessed for grammar, clarity, conciseness and coherence for all GE areas and courses. Writing Intensive GE areas have additional requirements specified in their Content Sections
- In accordance with the approved assessment plan, the course coordinator/department chair will submit GE Assessment Reports annually as required to maintain certification and will present summary results as a part of the Program Planning Self Study.

*Based on the recommendations from the National Council of English Teachers
<http://www.ncte.org/positions/statements/classsizecollege>

Core General Education: – SCIENCE (B1, B2, B3)

A. Goals

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

B. Student Learning

Students should be able to:

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

C. Content

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

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

Physical Science (B1) courses focus on:

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

Life Science (B2) courses focus on:

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

D. Support

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

E. Assessment

- At a minimum, all writing shall be assessed for grammar, clarity, conciseness and coherence for all GE areas and courses. Writing Intensive GE areas have additional requirements specified in their Content Sections.
- In accordance with the approved assessment plan, the course coordinator/department chair will submit GE Assessment Reports annually as required to maintain certification and will present summary results as a part of the Program Planning Self Study.

Core General Education: MATHEMATICAL CONCEPTS (B4)

A. Goals

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

B. Student Learning

The mathematical concepts course should prepare the student to:

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

C. Content

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

Survey of Basic Mathematical Concepts courses should focus on:

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

Application of Mathematical Concepts and Skills courses should:

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

D. Support

- Grading: A-F. Completing Area B4 with a grade of C or better (C- not accepted) is a graduation requirement.
- Instructor qualifications
 - a. an understanding and appreciation of General Education;
 - b. a doctorate (preferred but not required);
 - c. college-level teaching experience or advanced (graduate) training in the subject matter of the course;
 - d. a professional commitment to the learning needs of a diverse student body;
 - e. sections designed for foreign students require substantial formal training and experience in teaching speakers of other languages, in addition to above requirements; and
 - f. teaching associates shall be allowed to teach a GE course only after training and under the close supervision of an expert in the field.

E. **Assessment**

- At a minimum, all writing shall be assessed for grammar, clarity, conciseness and coherence for all GE areas and courses. Writing Intensive GE areas have additional requirements specified in their Content Sections.
- In accordance with the approved assessment plan, the course coordinator/department chair will submit GE Assessment Reports annually as required to maintain certification and will present summary results as a part of the Program Planning Self Study.

Core General Education: HUMANITIES & ARTS - Arts and Letters (C1 & C2)

A. Goals

Courses in Arts and Letters should give students knowledge and understanding of significant works of the human intellect and imagination. Students will examine the interaction of analytical and creative processes in the production and perception of such works, and the significance of the historical and cultural contexts in which the works are created and interpreted. Courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives. Lower division courses that teach foreign language (usually called “elementary” and “intermediate”) may also satisfy these goals and are eligible for this category.

B. Student Learning

- Arts courses will enable students to:
 1. recognize aesthetic qualities and processes that characterize works of the human intellect and imagination;
 2. respond to works of art both analytically (in writing) and affectively (in writing or through other forms of personal and artistic expression); and
 3. write clearly and effectively.
- Letters courses will enable students to:
 1. recognize how significant works illuminate enduring human concerns;
 2. respond to such works by writing both research-based critical analyses and personal responses; and
 3. write clearly and effectively.

C. Content

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

Arts courses should give students the opportunity to:

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

Letters courses should give students the opportunity to:

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

D. Support

- Class size. Letters Class sections (C2) shall normally be limited to 40 students.
- Instructor qualifications
 - a. an understanding and appreciation of General Education;
 - b. a doctorate (preferred but not required);
 - c. college-level teaching experience or advanced (graduate) training in the subject matter of the course;
 - d. a professional commitment to the learning needs of a diverse student body;
 - e. sections designed for foreign students require substantial formal training and experience in teaching speakers of other languages, in addition to above requirements; and
 - f. teaching associates shall be allowed to teach a GE course only after training and under the close supervision of an expert in the field.

E. Assessment

- At a minimum, all writing shall be assessed for grammar, clarity, conciseness and coherence for all GE areas and courses. Writing Intensive GE areas have additional requirements specified in their Content Sections.
- In accordance with the approved assessment plan, the course coordinator/department chair will submit GE Assessment Reports annually as required to maintain certification and will present summary results as a part of the Program Planning Self Study.

F. American Institutions Requirement

- American Institutions courses may satisfy Core Area C requirements if they meet the following conditions:
 - a. consist of at least a six-unit package that is interdisciplinary and team-taught;
 - b. focus on cultural pluralism; and
 - c. meet the criteria for Institutions and Core Areas C1 and C2.

Core General Education: SOCIAL SCIENCES (D1, D2, D3)

A. Goals

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

B. Student Learning

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

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

C. Content

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

D. Support

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

E. Assessment

- At a minimum, all writing shall be assessed for grammar, clarity, conciseness and coherence for all GE areas and courses. Writing Intensive GE areas have additional requirements specified in their Content Sections.
- In accordance with the approved assessment plan, the course coordinator/department chair will submit GE Assessment Reports annually as required to maintain certification and will present summary results as a part of the Program Planning Self Study.

F. American Institutions Requirement

- American Institutions courses may satisfy Core Area D requirements if they meet the following conditions:
 - a. consist of at least a six-unit package that is interdisciplinary and team-taught;
 - b. focus on cultural pluralism; and
 - c. meet the criteria for Institutions and Core Areas D2 and D3.

Core General Education: HUMAN UNDERSTANDING AND DEVELOPMENT (E)

A. Goals

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

B. Student Learning

Students shall:

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

C. Content

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

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

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

D. Support

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

E. **Assessment**

- At a minimum, all writing shall be assessed for grammar, clarity, conciseness and coherence for all GE areas and courses. Writing Intensive GE areas have additional requirements specified in their Content Sections.
- In accordance with the approved assessment plan, the course coordinator/department chair will submit GE Assessment Reports annually as required to maintain certification and will present summary results as a part of the Program Planning Self Study.

GRADUATION REQUIREMENT American Institutions (US1, US2, US3)

A. Goals

- Courses in American Institutions should meet one or more of the following requirements: U.S. History, U.S. Constitution, and California Government. Students enrolled in these courses should be exposed to alternative interpretations of the historical events and political processes that have shaped the social, economic, and political systems in which they live.
- These courses will provide a multicultural framework, including both conflict and consensus perspectives, of the choices and options available to individuals and groups in their social, economic, and political relations. The focus of the courses is the growth of a multicultural society and the interactions, including cooperation and conflict, as these many and varied peoples have dealt with social, economic, and political issues.

B. Student Learning

- SLO 1 (US1) To fulfill the requirements for U.S. History, students should be able to describe the principal events, developments, ideas, politics, and international relations in all the territories now in the United States from the beginnings of this society until the present. While considering these topics, students should be asked to analyze certain subtopics, including:
 - a. the continent's earliest inhabitants, colonization, slavery, the American Revolution and the early Republic, territorial expansion, economic development, political reform and reaction, Civil War and Reconstruction, foreign relations, wars and conflicts, religious, labor and civil rights movements, feminism, environmentalism and identity politics; and
 - b. within the study of these subtopics should be a consideration of women and gender relations; the history and experience of racial and ethnic minorities; immigration to the United States and the experiences of immigrants; and patterns of race and class relations.
- SLO 2 (US2) To fulfill the requirements for U.S. Constitution and California Government, students should be able to explain how political decisions are made, their consequences for individuals and society, and how individuals and groups may affect the decision-making process. As students analyze the meaning and content of the democratic process as it has evolved in the United States and California, at a minimum, they should be able to describe:
 - a. the foundations of the political system, including the evolution of the philosophies of the U.S. and California constitutions, political culture, separation of powers, bureaucracy, federalism, and relations among various levels of government. Students should also analyze the evolving institutions of government, including a study of the powers of the President, Congress, and the Judiciary;
 - b. the links between the people and government, including participation and voting, political parties, interest/lobbying groups, and public opinion and socialization. Students should also analyze the rights and obligations of citizens, the tension between various freedoms of expression, including issues related to censorship and freedom of speech, due process and the maintenance of order, the efforts to end racial, gender and other forms of discriminatory practices in both the public and private sectors of society; and
 - c. the operations of California government, including the similarities and differences between the California and U.S. Constitutions, the relationship between state and local government in California, the basic issues of California politics, and a careful assessment of the impact of demographic changes on the history and politics of the state and the nation.
- SLO 3 (US3) To fulfill the requirements for California governments, students should also be able to:
 - a. identify the tools of political action and collective decision-making at the local, state, national, and global level; and
 - b. articulate the values and assumptions that inform their civic engagement.

C. Content

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

D. Support

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

E. Assessment

- At a minimum, all writing shall be assessed for grammar, clarity, conciseness and coherence for all GE areas and courses. Writing Intensive GE areas have additional requirements specified in their Content Sections.
- In accordance with the approved assessment plan, the course coordinator/department chair will submit GE Assessment Reports annually as required to maintain certification and will present summary results as a part of the Program Planning Self Study.

F. General Education Requirement

- American Institutions courses may satisfy Core General Education requirements if they meet the following conditions:
 - a. consist of at least a six-unit package that is interdisciplinary and team-taught;
 - b. focus on cultural pluralism; and
 - c. meet the criteria for Institutions and the Core General Education Area C and/or D.

SJSU Studies (Upper Division GE (9 units) + GWAR (0-3 units))

Integrated Knowledge of an Educated Person

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

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

Notes: Students are strongly encouraged to take courses to satisfy GE Areas R, S, and V from departments other than their major department. Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.

SJSU Studies: EARTH AND ENVIRONMENT (R)

Students are strongly encouraged to satisfy GE Areas R, S, and V with courses from departments other than the major department. Completion of, or co-registration in, a 100W course is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students (University Policy S12-9).

A. Goals

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

B. Student Learning

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

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

C. Content

- Diversity. Issues of diversity shall be incorporated in an appropriate manner.
- Writing. Written assignments should include both in-class and out-of-class writing, giving students practice and feedback throughout the semester. Evaluative comments must be substantive, addressing the quality and form of writing. A single final term paper would not satisfy the requirement. A minimum of 3000 words of writing is required in a language and style appropriate for the discipline.
- Civic Learning. Courses shall address the civic relevance of the topic in an appropriate manner.
- Courses will focus on the scientific study of life forms or the physical universe, based on knowledge and skills established in Core GE Science.

D. Support

- Prerequisites
 - a. Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted)
 - b. 100W is strongly recommended as a prerequisite or co-requisite for all Earth and Environment courses
 - c. Upper division standing (60 units)
 - d. Completion of Core General Education
- Class size. Class sections shall normally be limited to 40 students.
- Pedagogical Approach
 - a. Courses shall focus on issues or present perspectives from different academic disciplines.
 - b. Courses shall require students to apply basic skills (reading, writing, speaking, critical thinking, research, and mathematics) and to utilize knowledge gained in Core General Education courses.
- Active Learning
 - a. Each course shall provide for active student participation. The course may not be exclusively lecture format.
 - b. Assignments must utilize library research and oral and written communication skills.
 - c. Courses should promote reflective processes and critical analysis.
- Primary sources. Course materials (readings, research) must include primary sources appropriate to the discipline (e.g. scholarly journal articles, original artwork)
- Instructor qualifications
 - a. an understanding and appreciation of General Education;
 - b. a doctorate (preferred but not required);
 - c. college-level teaching experience or advanced (graduate) training in the subject matter of the

course;

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

E. Assessment

- At a minimum, all writing shall be assessed for grammar, clarity, conciseness and coherence for all GE areas and courses. Writing Intensive GE areas have additional requirements specified in their Content Sections.
- In accordance with the approved assessment plan, the course coordinator/department chair will submit GE Assessment Reports annually as required to maintain certification and will present summary results as a part of the Program Planning Self Study.

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

Students are strongly encouraged to satisfy GE Areas R, S, and V with courses from departments other than the major department. Completion of, or co-registration in, a 100W course is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students (University Policy S12-9).

A. Goals

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

B. Student Learning

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

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

C. Content

- Diversity. Issues of diversity shall be incorporated in an appropriate manner.
- Writing. Written assignments should include both in-class and out-of-class writing, giving students practice and feedback throughout the semester. Evaluative comments must be substantive, addressing the quality and form of writing. A single final term paper would not satisfy the requirement. A minimum of 3000 words of writing is required in a language and style appropriate for the discipline.
- Civic Learning. Courses shall address the civic relevance of the topic in an appropriate manner.
- Values Clarification: Students should demonstrate their ability to articulate and discuss their values, understand the source of those values, and engage in civil discourse.
- All courses in Self, Society, and Equality in the U.S. should include content to promote all of the above competencies.

D. Support

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

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

E. Assessment

- At a minimum, all writing shall be assessed for grammar, clarity, conciseness and coherence for all GE areas and courses. Writing Intensive GE areas have additional requirements specified in their Content Sections.
- In accordance with the approved assessment plan, the course coordinator/department chair will submit GE Assessment Reports annually as required to maintain certification and will present summary results as a part of the Program Planning Self Study.

SJSU Studies: CULTURE, CIVILIZATION, & GLOBAL UNDERSTANDING (V)

Students are strongly encouraged to satisfy GE Areas R, S, and V with courses from departments other than the major department. Completion of, or co-registration in, a 100W course is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students (University Policy S12-9).

A. Goals

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

B. Student Learning

Students shall be able to:

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

C. Content

- Diversity. Issues of diversity shall be incorporated in an appropriate manner.
- Writing. Written assignments should include both in-class and out-of-class writing, giving students practice and feedback throughout the semester. Evaluative comments must be substantive, addressing the quality and form of writing. A single final term paper would not satisfy the requirement. A minimum of 3000 words of writing is required in a language and style appropriate for the discipline.
- Civic Learning. Courses shall address the civic relevance of the topic in an appropriate manner.
- Values Clarification: Students should demonstrate their ability to articulate and discuss their values and engage in civil discourse.
- Courses will address significant achievements of the human intellect and imagination in a comparative context to understand and appreciate different ideas, cultures, values, religions, institutions, languages, and peoples of the world.

D. Support

- Prerequisites
 - a. Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted)
 - b. 100W is strongly recommended as a prerequisite or co-requisite to all Culture, Civilization and Global Understanding courses
 - c. Upper division standing (60 units)
 - d. Completion of Core General Education
- Class size. Class sections shall normally be limited to 40 students.
- Pedagogical Approach
 - a. Courses shall focus on issues or present perspectives from different academic disciplines.
 - b. Courses shall require students to apply basic skills (reading, writing, speaking, critical thinking, research, and mathematics) and to utilize knowledge gained in Core General Education courses.
- Active Learning
 - a. Each course shall provide for active student participation. The course may not be exclusively lecture format.

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

E. **Assessment**

- At a minimum, all writing shall be assessed for grammar, clarity, conciseness and coherence for all GE areas and courses. Writing Intensive GE areas have additional requirements specified in their Content Sections.
- In accordance with the approved assessment plan, the course coordinator/department chair will submit GE Assessment Reports annually as required to maintain certification and will present summary results as a part of the Program Planning Self Study.

SJSU Studies: WRITTEN COMMUNICATION II (Z)

A. Goals

Students will develop advanced proficiency in college-level writing and appropriate contemporary research strategies and methodologies to communicate effectively to both specialized and general audiences. Written Communication II should reinforce and advance the abilities developed in Written Communication I (A2) and Critical Thinking and Writing (A3) courses, and broaden and deepen these to include mastery of the discourse peculiar to the discipline in which the course is taught.

B. Student Learning

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

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

C. Content

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

D. Support

- Class size: Enrollment must be limited to 25 students*, and no class shorter than six weeks.
- Grading: A-F. Completing Area Z with a grade of C or better (C- not accepted) is a graduation requirement.
- Prerequisites
 - a. A grade of C or better (C- not accepted) in Area A3 (Critical Thinking and Writing)
 - b. Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted)
 - c. Upper division standing (60 units)
 - d. Completion of Core GE
- Pedagogical Approach
 - a. Courses shall focus on issues or present perspectives from different academic disciplines.
 - b. Courses shall require students to apply basic skills (reading, writing, speaking, critical thinking, research, and mathematics) and to utilize knowledge gained in Core General Education courses.

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

E. Assessment

- At a minimum, all writing shall be assessed for grammar, clarity, conciseness and coherence for all GE areas and courses. Writing Intensive GE areas have additional requirements specified in their Content Sections.
- In accordance with the approved assessment plan, the course coordinator/department chair will submit GE Assessment Reports annually as required to maintain certification and will present summary results as a part of the Program Planning Self Study.

*Based on the recommendations from the National Council of English Teachers
<http://www.ncte.org/positions/statements/classsizecollege>

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