

**San Jose State University
General Education Program Guidelines DRAFT
Effective Fall 2021**

January 2021 DRAFT

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

General Education Policies

SJSU's General Education Program is governed by policies set by the Chancellor's Office, which apply to all CSU campuses; along with specific campus-based policies determined by the appropriate governing bodies here at SJSU.

CSU System-wide Policies

CSU GE is governed by Executive Order (EO) 1100. (<https://calstate.policystat.com/policy/6741976/latest/>; see articles 2 and 4.) Under current policy, all CSU students must complete 48 units of GE-breadth requirements in order to earn the bachelor's degree. This includes 39 semester units of lower-division coursework and 9 semester units of upper-division coursework. The Chancellor's Office may grant exceptions to one or more requirements for students completing high-unit major degree programs. Each campus is authorized to make reasonable adjustments in the number of units assigned to any of the six required distribution Areas (A through F).

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

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

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

- **Area B** — Scientific Inquiry and Quantitative Reasoning (**SJSU Area R**)
- **Area C** — Arts and Humanities (**SJSU Area V**)
- **Area D** — Social Sciences (**SJSU Area S**)

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

- **United States History, Constitution and American Ideals** (SJSU's US 1-2-3. see California Code Title 5, Section 40404). CSU campuses may permit up to 6 semester units of lower division GE to meet this requirement.
- **Graduation Writing Assessment Requirement:** (SJSU's Area Z: Written Communication II). Requires students to demonstrate writing competence through an approved course or other means.

Approved Modifications to CSU GE Policy

The [CSU General Education Breadth Requirements Policy](#) authorizes programmatic exceptions under specified circumstances. In the case of high-unit major degree programs, the chancellor may grant exceptions to one or more requirements for students completing the particular program. Such exceptions must be approved at the campus level prior to initiating a request to the Chancellor's Office. A full academic justification shall be submitted

to the executive vice chancellor for Academic and Student Affairs, who shall submit his or her recommendation and the campus recommendation (along with all relevant documents) to the chancellor. A current list of approved General Education exceptions is published online in the University Catalog.

San Jose State University General Education Requirements

Core General Education: 39 lower-division units

Basic Skills of an Educated Person (12 units)

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

Area	Units	Prerequisite
A1: Oral Communication	3	--
A2: Written Communication I	3	Completion of Directed Self Placement
A3: Critical Thinking and Writing	3	--
B4: Mathematics/Quantitative Reasoning	3	--

Basic Knowledge of an Educated Person (27 units)

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

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

SJSU Studies: 9 upper-division units

Integrated Knowledge of an Educated Person

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

Area	Units	Prerequisite
R: Earth and Environment	3	100W (may be taken concurrently)
S: Self, Society & Equality in the U.S.	3	100W (may be taken concurrently)
V: Culture, Civilization & Global Understanding	3	100W (may be taken concurrently)

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

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

Area	Units and Prerequisites	
US 1-2-3	American Institutions <i>CSU graduation requirement</i>	0-6 semester units <i>Often fulfilled through Area D courses</i>
Z	Written Communication II <i>fulfills CSU GEAR (Graduation Writing Assessment Requirement)</i>	0-3 semester units <i>Prerequisites: Completion of 1) Area A3 with a grade of C- or better and 2) 100W Directed Self-Placement or Writing Skills Test</i>
PE	Physical Education <i>SJSU graduation requirement</i>	0-2 semester units

Development and Approval of New GE Courses

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

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

GE Course Proposals

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

- a complete syllabus (see guidelines below);
- a description of methods of instruction as well as instructor qualifications (see below);
- a calendar for assessing the course's GE learning outcomes in the remainder of the department's program planning cycle; and

- for courses with proposed enrollment caps exceeding 10% of the established enrollment limit, an explanation of how practice, feedback, and revisions in writing will be addressed.

GE and Graduation Requirement Course Syllabi

Accessibility

All course syllabi must conform to Academic Senate syllabus guidelines (current policy is S16-9; see https://www.sjsu.edu/senate/policies/pol_curriculum/index.html), including the requirement that syllabi conform to accessibility guidelines. An accessible syllabus template is published on the website of SJSU's Center for Faculty Development at <https://www.sjsu.edu/cfd/>.

Student Learning Outcomes

The course syllabus must demonstrate how the course addresses GE Area student learning outcomes (SLOs) directly and substantively by including:

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

Writing and Diversity Requirements

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

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

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

Methods of Instruction

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

Instructor Qualifications

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

Minimum Instructor Qualifications for GE Courses

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

Sections designed for non-native English speakers require substantial formal training and experience in teaching speakers of other languages.

Assessment and Recertification of GE Courses

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

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

Continuous Enrollment and Catalog Rights

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

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

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

Student began continuous enrollment

Fall 2021 to present
Fall 2014 - Spring 2021
Fall 2005 - Spring 2014

GE Guidelines to follow

Fall 2021 Guidelines
Fall 2014 Guidelines *or* later
2005 Guidelines (amended 2009) *or* later

Fall 1997 -Spring 2005
Fall 1991 -Spring 1997
Prior to Fall 1991

Fall 1997 Guidelines *or* later
recommend following Fall 2005 Guidelines
follow GE guidelines in effect at time of enrollment

Minimum GE Units and Grades

- **Minimum Units**

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

- **Grades**

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

Transfer Credit Rules

- General education equivalent courses taken at a California Community College (CCC), a California State University (CSU), or University of California (UC) campus transfer to SJSU if they are listed on CSU Breadth Requirement or the Intersegmental General Education Transfer Curriculum (IGETC) where and when the course was taken.
- Transfer students may meet all lower-division GE course requirements by completing an Associate Degree for Transfer at a California Community College.
- Students majoring in designated STEM disciplines may complete an Associate in Science for Transfer Degree that meets all lower-division GE requirements while also allowing them to complete the science and math courses needed for success in their chosen major program. Students completing GE Breadth for STEM Majors are required to complete 33 semester units for lower-division GE certification for transfer. Current information is published on the CSU's CCC-Associate Degree for Transfer webpage at <https://www2.calstate.edu/apply/transfer/Pages/cc-associate-degree-for-transfer.aspx>.
- Second baccalaureate students satisfy Core General Education with their first baccalaureate.
- Area Z: Written Communication II and all 9 units of upper division GE, if completed while a matriculated student at another CSU campus, or while studying abroad under an SJSU-sponsored program, will satisfy the R, S, V, and Z requirements, including GE Residence, at SJSU.

General Education Course Guidelines

Guidelines Common to All Areas of Core GE and SJSU Studies

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

Writing Outcomes

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

- Each GE Area has a minimum writing requirement. These requirements, which are included in Area descriptions below, stipulate that faculty provide students with opportunities to draft and revise written work based on feedback.
- Faculty and departments are encouraged to access one or more of the writing support services at SJSU to develop their professional expertise in teaching and/or assessing writing. These resources include the Writing Center, the Center for Faculty Development, and the Writing Across the Curriculum Committee. An array of workshops and seminars are offered throughout the year. Opportunities to develop research and resource projects are also available, as are consultations with departments on writing-related issues ranging from assessment to program and course design.
- Support for teaching students who are non-native speakers of English is available through the Writing Center's English Language Learning program. The ELL program provides group and one-on-one tutoring for non-native English speakers. The program also works with graduate programs to assist them in developing systems of support for their students and faculty.
- The Writing Across the Curriculum program provides succinct guides to common multilingual language differences. Developed by fellow SJSU faculty, these guides introduce instructors to the ten most common errors made by multilingual writers, and help instructors work with students in more meaningful, constructive ways. The guides are published on the WAC website at <https://www.sjsu.edu/wac/pages/common-error-guides/index.html>.
- In some GE areas, such as Area A2, departments offer in-house opportunities for their faculty to enhance their abilities to teach and assess writing. GE faculty are encouraged to contact their department chair or program director for more information.

Diversity 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. By studying issues of diversity, equity, and inclusion, students come to appreciate their rights and responsibilities in the free exchange of ideas that is the hallmark of a healthy and productive society.

- GE courses may incorporate issues of diversity in the following ways:
 - The experiences of diverse peoples may be topical issues of discussion and analysis.
 - Diversity may be considered through the contributions of diverse individuals and populations to the material under study. Examples include the experiences and/or contributions of those varying in accent, age, ancestry, citizenship status, color, creed, disability, ethnicity, gender, gender identity, marital status, medical condition, national origin, race, religion or lack thereof, sex, sexual orientation, transgender, and veteran's status.
 - 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.
- By focusing on diverse peoples and issues, students learn to:
 - act, listen and speak with open minds;
 - value individual experiences and perspectives;
 - develop skills to work together in a cooperative manner on behalf of the common good; and
 - appreciate differing viewpoints and ways of knowing.

GE Area Requirements: Core (lower-division)

Area A: English Language Communication and Critical Thinking

9 semester units

One course in each subarea.

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

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

A1: Oral Communication

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

A. Goals

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

B. Student Learning Outcomes

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

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

C. Content:

1. Each course shall include faculty-supervised, faculty-evaluated oral presentations by students in the presence of others (physically or virtually).
2. Each course shall focus on the communicative process from a rhetorical perspective. Readings, lectures,

and discussions introduce students to rhetorical principles (i.e., reasoning, advocacy, organization, and accuracy) and processes of human symbolic interaction.

3. Each course shall include oral assignments and exercises that develop the skills required for major assignments and/or to develop skills in public speaking. Each student will have at least one opportunity to revise and improve a speech following formative feedback from the instructor and peers.
4. Each student shall have some collaborative experience in the social construction of oral messages. This may take the form of working with a peer support group, preparing a group presentation, engaging in debate, or participating in a structured individual conference with the instructor.
5. Major speech assignments shall require written, full-sentence outlines or argumentative briefs containing sufficient detail to show the relationships among the points and sub-points of the presentation and the evidence used to support these points.
6. Additional written assignments shall include appropriate papers, bibliographies, exercises, speech analyses, and/or peer critiques.
7. Each student shall receive extensive feedback on these assignments addressing a full range of rhetorical criteria such as content, organization, language, and delivery.

Diversity requirement

Issues of diversity shall be incorporated in an appropriate manner.

Writing requirement

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

Grade requirements

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

Class size

Class sections shall be limited to 25 students. Sections designed for non-native English speakers shall be limited to 20 students.

Supplementary assistance

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

Instructor qualifications

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

Sections designed for non-native English speakers require substantial formal training and experience in teaching speakers of other languages.

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

Area A2: Written Communication I

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

A. Goals

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

B. Student Learning

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

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

C. Content

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

Diversity requirement

Issues of diversity shall be incorporated in an appropriate manner.

Writing requirement

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

Prerequisite

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

Grade requirements

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

Class size

Class sections shall be limited to 25 students. Sections designed for non-native English speakers shall be limited to 20 students.

Supplementary assistance

Some students may require special or more assistance than the regular class can provide. In such cases,

faculty shall refer the student to the appropriate program for special or supplementary assistance.

Instructor qualifications

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

Sections designed for non-native English speakers require substantial formal training and experience in teaching speakers of other languages.

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

Area A3: Critical Thinking and Writing

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

A. Goals

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

B. Student Learning

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

1. locate and evaluate sources through library research, and integrate research into oral and written arguments through appropriate citation and quotation;
2. 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. locate, interpret, evaluate, and synthesize evidence in a comprehensive way in support of their ideas;
4. identify and critically evaluate the assumptions in and the contexts of arguments; and
5. distinguish and convey inductive and deductive patterns, sequencing arguments and evidence to draw valid conclusions.

C. Content

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

- e. evaluating rhetorical appeals to understand the role of logic, emotion, and ethos in effective argumentation.
2. **Research:** Area A3 courses include an orientation to the library and basic research strategies needed to complete upper-division coursework, including locating materials, using them effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly.
3. **Writing:** Students write a series of essays informed by research and articulating fully developed arguments about complex issues. Assignments emphasize the skills and activities that produce persuasive arguments and critical essays, including analysis, interpretation, and evaluation. A traditional research paper or a series of short essays informed by library research is required.
4. **Oral Communication:** Students will complete oral assignments such as individual presentations; group presentations; group, team, or dyadic discussions; debates; and similar speaking events. Evaluative comments for these assignments, addressing issues of both content and presentation, must substantively remark on the logic of the argument as well as the presentation's delivery.

Diversity requirement

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

Writing requirement

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

Prerequisite

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

Grade requirements

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

Class size

Class sections shall be limited to 25 students.

Supplementary assistance

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

Instructor qualifications

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

Sections designed for non-native English speakers require substantial formal training and experience in teaching speakers of other languages.

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

Area B: Scientific Inquiry and Quantitative Reasoning

9 semester units

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

B1	Physical Science	3 semester units
B2	Life Science	3 semester units
B3	Laboratory Activity	A laboratory course of not more than 1 semester unit value, associated with B1 or B2, is required.
B4	Mathematics/Quantitative Reasoning	3 semester units

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

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

B1-B3: Physical and Life Science

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

A. Goals

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

B. Student Learning

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

1. demonstrate knowledge of scientific theories, concepts, and data used in the natural and physical sciences;
2. apply scientific principles and communicate in writing about the process and results of scientific discovery;
3. access, critically evaluate, and represent scientific information in various forms and draw appropriate conclusions;

4. use methods derived from current scientific inquiry to form reasoned opinions about science-related matters of personal, public, and ethical concern.

Content

Physical Science (B1) courses focus on:

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

Life Science (B2) courses focus on:

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

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

Laboratory (B3) courses focus on:

- a. experimental methodology and hypothesis testing.

A lab manual is required in B3 courses.

Diversity requirement

Issues of diversity shall be incorporated in an appropriate manner.

Writing requirement

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

Grade requirements: Grading: A-F

Instructor qualifications

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

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

Area B4: Mathematics/Quantitative Reasoning

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

A. Goals

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

B. Student Learning

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

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

C. Content

B4 Mathematics/Quantitative Reasoning courses focus on:

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

Diversity requirement

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

Writing requirement

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

Grade requirement

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

Instructor qualifications

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

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

Area C: Arts and Humanities

9 semester units

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

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

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

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

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

A. Goals

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

B. Student Learning

C1: Arts courses enable students to:

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

works of art.

C2: Letters courses enable students to:

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

C. Content

Arts courses shall give students the opportunity to:

- a. experience 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 diverse genders and cultures reflected in such works of art.

Letters courses shall give students the opportunity to:

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

Diversity requirement

Issues of diversity shall be incorporated in an appropriate manner.

Writing requirement

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

Class size

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

American Institutions Requirement

Area C courses may satisfy American Institutions requirements if they:

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

Instructor qualifications

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

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

Area D: Social Sciences

6 semester units

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

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

A. Goals

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

B. Student Learning

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

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

C. Content

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

Diversity Requirement

Issues of diversity shall be incorporated in an appropriate manner.

Writing Requirement

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

American Institutions Requirement

Area D courses may meet American Institutions requirements if they:

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

Instructor qualifications

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

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

Area E: Human Understanding & Development

3 semester units

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

A. Goals

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

B. Student Learning

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

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

C. Content

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

settings.

Diversity requirement

Courses shall incorporate issues of diversity in an appropriate manner.

Writing requirement

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

Instructor qualifications

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

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

Area F: Ethnic Studies

3 semester units

CSU policy

Learning outcomes and other requirements for Area F have not yet been developed. This will be the task of the Ethnic Studies General Education Review Panel that is being formed by the Academic Senate at this time.

Information about the Area F requirement published by the Chancellor's Office on December 3, 2020, at <https://calstate.policystat.com/policy/8919100/latest/>.

This lower-division, 3 semester unit requirement fulfills Education Code Section 89032. The requirement to take a 3 semester unit course in Area F shall not be waived or substituted.

GE Area Requirements: SJSU Studies (upper-division)

Integrated Knowledge of an Educated Person

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

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

Area R: Scientific Inquiry and Quantitative Reasoning (Upper Division B)

Area R courses study life forms or the physical universe using the scientific method and quantitative reasoning skills. Building on the knowledge and skills students develop in lower-division Area B GE courses, these courses enhance students' abilities to engage in ethical, civic-minded inquiry using scientific and quantitative methods.

A. Goals

In Area R courses, students develop knowledge of scientific theories, concepts, and data about both living and non-living systems. Students achieve an understanding and appreciation of scientific principles and the scientific method, as well as the potential limits of scientific endeavors and the value systems and ethics associated with scientific inquiry.

B. Student Learning

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

1. apply scientific principles and the scientific method to answer questions about living and non-living systems;
2. communicate a scientific finding, assertion, or theory to a general audience while maintaining the integrity and rigor of the underlying science;
3. demonstrate an ability to reason quantitatively and to apply mathematical or quantitative reasoning concepts to address scientific issues; and
4. think critically about the ethical dimensions, limits, and civic relevance of scientific inquiry.

C. Content

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

Writing requirement

The minimum writing requirement is 3,000 words in a language and style appropriate to the discipline. 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.

Diversity requirement

Issues of diversity shall be incorporated in an appropriate manner.

Class size

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

Instructor qualifications

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

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

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

Area S courses examine diverse cultures, communities, and environments while helping students articulate and discuss their own values within the context of a multicultural society.

A. Goals

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

B. Student Learning

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

1. examine the historical development of social systems and behavior in the United States;
2. use social science methodologies to analyze historical, economic, political, or social processes that undermine or promote diversity, equity, and inclusion in the U.S.;
3. explain their own values, including the relevant context for those values, and examine how their values can connect with issues of justice and injustice; and
4. engage in civil discourse about social issues in the U.S., recognizing and respecting diverse viewpoints while articulating their own perspective on such issues.

C. Content

1. Courses shall focus on issues or present perspectives from more than one academic discipline.
2. Courses shall require students to apply basic skills (reading, writing, speaking, critical thinking, research, and mathematics/quantitative reasoning) gained in Core General Education courses.
3. Courses shall promote reflective processes and critical analysis of the civic relevance and ethical dimensions of course topics.
4. Course materials (readings, research) must include primary sources appropriate to the disciplinary perspectives employed in the course (e.g., scholarly journal articles, original creative works)

Writing requirement

The minimum writing requirement is 3,000 words in a language and style appropriate to the discipline.

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.

Diversity requirement

Issues of diversity shall be incorporated in an appropriate manner.

Class size

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

Instructor qualifications

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

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

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

Courses in Culture and Global Understanding use methods in the arts and humanities to examine multiple aspects of human expression in cultures and civilizations outside the United States.

A. Goals

By exploring significant achievements of the human intellect and imagination in a comparative context, Area V courses increase students' understanding of how cultures develop distinctive features over time, and how cultures interact with and change in response to other cultures.

B. Student Learning

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

1. analyze works of the human imagination and/or humanistic traditions in at least two cultural or artistic traditions outside the United States;
2. evaluate scholarly sources and arguments focused on works of the human intellect and imagination in a comparative context;
3. communicate ideas about cultural practices, texts, and/or works of art in research papers;
4. explain how their understanding of culture is expanded by the study of humanistic and imaginative traditions outside the United States.

C. Content

1. Courses shall address significant achievements of the human intellect and imagination in a comparative context.
2. Courses shall focus on issues or present perspectives from more than one academic discipline.
3. Courses shall require students to apply basic skills (reading, writing, speaking, critical thinking, research, and mathematics/quantitative reasoning) gained in Core General Education courses.
4. Courses shall promote reflective processes and critical analysis of course materials and topics.
5. Course materials (readings, research) shall include primary sources appropriate to the disciplinary approaches used in the course (e.g., scholarly journal articles, original creative works).

Writing requirement

The minimum writing requirement is 3,000 words in a language and style appropriate to the discipline. 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.

Diversity requirement

Issues of diversity shall be incorporated in an appropriate manner.

Class size

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

Instructor qualifications

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

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

Non-General Education Graduation Course Requirements

In addition to the General Education Program courses described herein, students must fulfill additional course requirements for the baccalaureate degree at San Jose State University. These include completion of an approved major program of study, an SJSU-specific physical education requirement, and two CSU-mandated graduation requirements: Area Z: Written Communication II and AI: American Institutions.

American Institutions Requirement

The American Institutions (AI) requirement is based on the premise that any student graduating from the CSU should have an understanding of the history and governmental institutions of the United States and the State of California. This requirement, which was put in place by the State of California, is laid out in California State University Executive Order 1061 (<http://www.calstate.edu/eo/eo-1061.html>). The original mandate appears in the State Education Code Title V, Section 40404.

A. Goals

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

B. Student Learning

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

1. demonstrate knowledge of significant events in U.S. history, including the role of major ethnic and social groups in these events as well as the political, economic, social, and geographic contexts of such events, across a continuous period of at least 100 years.

2. demonstrate civic literacy that enables effective participation in a democratic society, including an understanding of the requirements of democratic citizenship;
3. use critical thinking skills to engage with contemporary and historically enduring questions regarding United States institutions and government;
4. demonstrate understanding of Americans' and Californians' political behavior within the frameworks established by the United States and California Constitutions.

C. Content

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

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

Area US-1: American History courses must include:

1. significant events covering a minimum time span of approximately one hundred years and occurring in the entire area now included in the United States of America;
2. consideration of the ways in which race, class, ethnicity, gender, immigration, and other factors shape such events and their impact on U.S. history; and
3. a framework that conveys the continuity of the American experience and its derivation from other cultures, including consideration of three or more of the following: politics, economics, social movements, and geography.

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

1. the political philosophies of the framers of the Constitution;
2. the nature and operation of United States political institutions and processes under that Constitution as amended and interpreted; and
3. the rights and obligations of citizens in the political system established under the Constitution.

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

1. the Constitution of the state of California within the framework of evolution of federal-state relations and the nature and processes of state and local government under that Constitution; and
2. contemporary relationships of state and local government with the federal government and the resolution of conflicts under the constitutions of both the state and nation.

American Institutions courses that meet General Education Requirements

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

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

Area Z: Written Communication II

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. A minimum grade of C (not including C-) meets this CSU graduation requirement.

B. Student Learning

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

1. produce discipline-specific written work that demonstrates upper-division proficiency in language use, grammar, and 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 complete essays and other documents for both professional and general audiences, using appropriate editorial and citation standards; and
4. locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing.

C. Content

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

Course prerequisites

1. Completion of Core GE
2. Declaration of major in the appropriate discipline
3. At least 60 earned semester units
4. Completion of Self-Directed Placement

Diversity requirement

Issues of diversity shall be incorporated in an appropriate manner.

Supplementary assistance

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

Physical Education Requirement

SJSU's physical education graduation requirement reflects the conviction that educating the whole student, both mind and body, is critical. This two-unit requirement is designed to enhance learning and student success while laying a foundation for lifelong health and well-being. Students may satisfy this requirement by taking two distinct 1-unit activity courses or by taking a single activity course of two or more units.

Goals

The PE requirement promotes development of a repertoire of skills for constructive leisure activity and a physically active lifestyle important to maintaining health. By expanding students' knowledge and skills in physical activities, the PE requirement aims to develop habits of mind and body that will support students' health and well-being across the life-span.

Student learning

Upon successful completion of the PE requirement, students should be able to:

1. Demonstrate understanding of the influence physical activity has on physical and mental well-being; and
2. develop a repertoire of skills for constructive leisure activity and a physically active lifestyle important to maintaining health and well-being.

Approved Exceptions and Substitutions

- **Students in majors that have been granted exceptions to this requirement.** A current list of such exceptions is published at <https://catalog.sjsu.edu/content.php?catoid=2&navoid=142#pe-waiver>.
- **Transfer students in specified majors.** A current list of such exceptions is published at <https://catalog.sjsu.edu/content.php?catoid=2&navoid=142#pe-waiver>.
- Two units of **Intercollegiate Athletics** may be used to satisfy the PE requirement.
- Students who complete the **ROTC program** at SJSU are exempt from the PE requirement.
- **Veterans who have completed at least one year of active duty in the armed services** (Army, Navy, Air Force, Marines, Coast Guard or Space Force) have satisfied the physical education requirement ([Credit for Military Training in Non-Collegiate Settings](#) section).

Resources

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

GE website

List of relevant Academic Senate policies

GE Governance