

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

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General Education Program Learning Outcomes

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 multicultural, information-rich societies. 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, creative, and professional pursuits. Goal 1 has five learning outcomes (PLOs 1- 5):

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

General Education Policies

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

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 the university's curriculum management system (currently Curriculog). GE course proposals 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.

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

Continuous Enrollment and Catalog Rights

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

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

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

<u>Student began continuous enrollment</u>	<u>GE Guidelines to follow</u>
Fall 2022 to present	Fall 2022 Guidelines
Fall 2014 - Spring 2021	Fall 2014 Guidelines <i>or</i> later
Fall 2005 - Spring 2014	2005 Guidelines (amended 2009) <i>or</i> later
Fall 1997 -Spring 2005	Fall 1997 Guidelines <i>or</i> later
Fall 1991 -Spring 1997	recommend following Fall 2005 Guidelines
Prior to Fall 1991	follow GE guidelines in effect at time of enrollment

Minimum GE Units and Grades

Minimum Units

All students must complete a minimum of 48 credits of approved GE courses.

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

Grades

All GE courses must be taken for letter grades (A-F).

Fundamental Skills courses must be completed with a minimum grade of C -.

- o A1: Oral Communication
- o A2: Written Communication I
- o A3: Critical Thinking and Writing
- o B4: Mathematics/Quantitative Reasoning

Writing in the Disciplines (100W) must be completed with a minimum grade of C-.

Transfer students may meet all lower-division GE course requirements by completing an Associate Degree for Transfer at a California Community College.

Students majoring in designated STEM disciplines may complete an Associate in Science for Transfer degree that meets all lower-division GE requirements while also allowing them to complete the science and math courses needed for success in their chosen major program. Students completing GE Breadth for STEM Majors are required to complete 33 semester units for lower-division GE certification for transfer. Current information is published on the CSU's CCC-Associate Degree for Transfer [webpage](#).

Second baccalaureate students satisfy Core General Education with their first baccalaureate.

Writing in the Disciplines (100W) and all 9 units of upper division GE, if completed while a matriculated student at another CSU campus, or while studying abroad under an SJSU-sponsored program, will satisfy the R, S, V, and Writing in the Disciplines requirements, including GE Residence, at SJSU.

General Education Course Guidelines

Guidelines Common to All Areas of Core GE and SJSU Studies

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

Writing 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 GE Area descriptions below, stipulate that faculty provide students with opportunities to draft and revise written work based on feedback.

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

Support for teaching students about all parts of the writing process is available through the Writing Center. The Center provides group and one-on-one tutoring sessions, workshops on a wide array of writing topics, and online resources like videos and handouts for self-study. The Center also works with graduate and undergraduate programs to develop systems of support for their students and faculty.

The Writing Across the Curriculum program provides succinct guides to common multilingual

language differences. Developed by 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](#).

In some GE areas, such as Area A2, departments offer in-house opportunities for the.1 (fB7h)139- t13.3 (13.

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

A1: Oral Communication

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

5. Major speech assignments shall have research as a central component, therefore each course shall include instruction and training on library research and other high-quality research materials, e.g. how to discern between and choose sources, how to evaluate and select evidence, and how to synthesize evidence to develop a sound argument for oral presentation.
6. Major speech assignments shall require 2 Td(6.)M

university. A grade of C- or better designates that a student has successfully oriented reading and writing practice in English to support college level research and learning and to share learning with others. Area A2 is a prerequisite for Area A3: Critical Thinking.

3. Writing: Students write a series of essays informed by research and articulating fully developed arguments about complex issues. Assignments emphasize the skills and activities that produce persuasive arguments and critical essays, including analysis, interpretation, and evaluation. A significant assignment that has research as a central component and which deploys library and other high-quality research materials is required.
4. Oral Communication: Students will complete oral assignments such as individual presentations; group presentations; group, team, or dyadic discussions; debates; and similar speaking events. Evaluative comments for these assignments, addressing issues of both content and presentation, must substanti

Content

Physical Science (B1) courses focus on:

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

Life Science (B2) courses focus on:

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

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

Laboratory (B3) courses focus on:

- a. experimental methodology and hypothesis testing.

A lab manual is required in B3 courses.

Diversity requirement

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

Writing requirement

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

Grade requirements: Grading: A -F

Instructor qualifications

1. an understanding and appreciation of general education;
2. an appropriate terminal degree, or a masters degree with demonstrated knowledge and expertise in the subject matter as well as excellence in teaching;
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.

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

Area B4: Mathematics/Quantitative Reasoning

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

requirement.

A. Goals

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

B. GE Area B4 Learning Outcomes

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

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

C. Content

Area C: Arts and Humanities

9 semester units

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

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

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

C. Content

Arts courses shall give students the opportunity to:

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

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.

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. an appropriate terminal degree, or a masters degree with demonstrated knowledge and expertise in the subject matter as well as excellence in teaching;
3. college-level or p7.1 ()1an appr (c)-1 (el)1iubutevi[13.3 (er)111.8 (l)30 (u.,)0.1 (s)-1.1 (e)-17.9 (i)30

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Diversity requirement

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

Writing requirement

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

Class size

Lower division courses shall be limited to 40 students.

Supplementary assistance

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

Instructor qualifications

1. A thorough understanding of the Area F general education requirements and its implementation;
2. a doctorate in ethnic studies or related fields such as: Native American Studies (NAS/AIS), African American Studies (AFAM), Asian American Studies (AAS), and Chicana/Latina Studies (CCS) (preferred but not required);
3. university-level teaching experience or graduate training that demonstrates qualifications to teach in one of the ethnic studies areas (NAS/AIS, AFAM, AAS, CCS); (e7 (,)13.3.7 (gr)13.7 (ad7 (,)13. (

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

Writing requirement

The minimum writing requirement is 3,000 words in a language and style appropriate to the discipline. Written assignments should give students practice and feedback throughout the semester. Evaluative comments must be substantive, addressing the quality and form of writing. A single final term paper would not satisfy the requirement.

Diversity requirement

Issues of diversity shall be incorporated in an appropriate manner.

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. an appropriate terminal degree, or a masters degree with demonstrated knowledge and expertise in the subject matter as well as excellence in teaching;
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.

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

Graduation Course Requirements (Not General Education)

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

American Institutions Requirement

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

A. Goals

Courses in American Institutions should meet one or more of the following requirements: U.S. History, U.S. Constitution, and California Government. Students enrolled in these courses should develop civic skills, interests, and values through exposure to diverse perspectives on the historical events and political processes that have shaped the social, economic, and political systems in which they live.

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

B. Area Learning Outcomes :

ALO 1 (US1)

To fulfill the requirements for U.S. History, students should be able to explain and evaluate the principal events, developments, and ideas covering a minimum time span of approximately one hundred years in all the territories now in the United States (including external regions and powers as appropriate).

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

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

ALO 2 (US2)

To fulfill the requirements for U.S. Constitution, students should be able to explain how political decisions are made, what the consequences of such decisions are for individuals and society, and how individuals and groups may affect the decision-making process.

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

- A. the foundations of the political system, including the evolution of the U.S. Constitution, political culture, separation of powers, federalism, and relations among various levels of government. Students will also analyze the evolving institutions of government, including a study of the powers of the President, Congress, and the Judiciary as well as the bureaucracy.
- B. the links between the people and the political system of the United States, including voting and other forms of participation, as well as other content areas such as tribal governments,

and student success while laying a foundation for lifelong health and well-being. Students may satisfy this requirement by taking two distinct 1-unit activity courses or by taking a single activity course of two or more units.

Goals

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

Student learning

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

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

Approved Exceptions and Substitutions

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