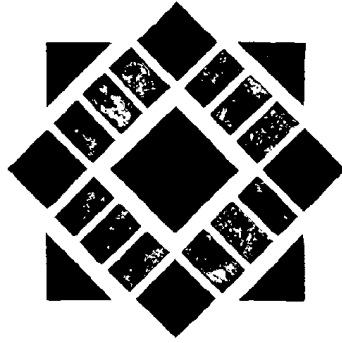


Approved May, 2005



San José State
UNIVERSITY

GENERAL EDUCATION GUIDELINES

FALL 2005

Approved May, 2005



San José State
UNIVERSITY GENERAL EDUCATION
Fall, 2005*

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

General Education Program Objectives

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

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PROCEDURE FOR SUBMITTING COURSES FOR NEW CERTIFICATION IN General Education

Submit an original plus **12 copies** (18 copies for English 1A/B and 100W courses) of the complete course certification packet. If there are any questions, please call the Associate Dean (Curriculum), office of Undergraduate Studies (42447).

1. **Course Certification Request Form for General Education.**
2. New courses: approved **Undergraduate Permanent Course Proposal Form**.
Existing modified course: approved **Minor Curriculum Change Form**.
3. **Course Description**
Demonstrate how the course meets the content requirements. The description must be applicable to all sections of the course, regardless of instructor or department for cross-listed courses. Include:
 - a. Course description

5. **Instruction**

Describe how the course is taught. Include:

- a. methods of instruction (e.g., lectures, discussions, small groups, simulation), pointing out opportunities for active student learning
- b. general qualifications of all those who might teach the course, with areas of expertise, experience, and training
- c. description of how course will be coordinated to insure consistent implementation and assessment across all sections of the course

Approval Process

1. *Department* submits a complete General Education assessment/certification packet to the *Board of General Studies* via its *College Dean* (see guidelines above). Designation of a department *Course Coordinator* is required (e.g., instructor, curriculum committee representative, department chair).
2. *College Curriculum Committee* reviews requests and forwards to *College Dean* for recommendation.
3. *College Dean* forwards the original plus **12 copies** (18 copies for English 1A/B and 100W courses) of all submitted packets to the *Board of General Studies* by October 1 for the following fall and March 1 for the following spring certification.
4. Core and American Institutions courses (except for HUM 1A/B, 2A/B and AmSt 1A/B): *Board of General Studies* refers proposals to the appropriate Advisory Panel for review and recommendation back to the Board.
5. The *Panel* reviews the complete packet. If there are concerns about the course, one or more of the Panel members is designated to meet with the Course Coordinator/Department representative to express the Panel's concerns. Once the concerns have been addressed, the Panel forwards its recommendations to approve, deny, or modify/clarify the course to the Board.
6. The *Board* reviews and acts on all courses. No proposals are rejected or modified/clarified without consultation with the *Department*. After a final vote of the Board has been taken, the AVP for Undergraduate Studies writes a letter to the Department Chair stating the Board's action. If the course requires modification/clarification or has been denied, the Board's concerns are detailed in the letter. Although the Provost reserves the right to act on any General Education courses, that authority has been delegated to the AVP for Undergraduate Studies as Chair of the Board.
7. Undergraduate Studies records all actions in office files, and posts certifications to the official University Curriculum File.
8. Courses approved by February 1 may be scheduled for the following Fall term. Courses approved by September 1 may be scheduled for the following Spring term.

GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST

CRS _____ TITLE _____

CORE ____ or SJSU Studies (formerly Advanced GE) ____ Area _____ Units _____

ABSTRACT

1. Content of course

2. Assessment plan summary

COURSE COORDINATOR

_____ phone _____ email _____

SIGNATURES

			recommend	deny
Department Chair _____	Date _____	£	£	£
College Dean _____	Date _____	£	£	
AVP, UGS _____ <i>(for Board of General Studies)</i>	Date _____	£	approve £	deny
Provost _____ <i>(or designee)</i>	Date _____	£	£	

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PROCEDURE FOR SUBMITTING COURSES FOR CONTINUING CERTIFICATION IN

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6. The *Board* reviews and acts on all courses. No proposals are rejected or modified/clarified without consultation with the *Department*. After a final vote of the Board has been taken, the AVP for Undergraduate Studies writes a letter to the Department Chair stating the Board's action. If the course requires modification/clarification or has been denied, the Board's concerns are detailed in the letter. Although the Provost reserves the right to act on any General Education courses, that authority has been delegated to the AVP for Undergraduate Studies as Chair of the Board.
7. Undergraduate Studies records all actions in office files, and posts certifications to the official University Curriculum File.
8. Courses approved by February 1 may be scheduled for the following Fall term. Courses approved by September 1 may be scheduled for the following Spring term.
 9. Continuing certification normally will be for a period of 4 years.

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Guidelines Common to All Areas of Core and SJSU Studies

Writing Objectives

Faculty should help students see writing as part of the learning process, not just the assessment process. Writers must understand material, be able to organize it logically, compare and contrast facts and ideas, and draw conclusions. Students will apply their comprehension and thinking skills in working with research materials to help them reach a level of understanding that leads to clarity, conciseness and coherence in writing.

- To facilitate meeting these objectives, the Center for Faculty Development and Support, and/or Departments, are encouraged to provide resources/training on the evaluation of writing.

Diversity Objectives

San José State University is committed to creating a diverse community guided by core values of in

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- e. Prerequisites (if any)
- f. Specifics relating to how assignments meet writing requirements
- g. Tentative course calendar
- h. University recommended statement on Academic Integrity
- i. University recommended statement on Persons with Disabilities

Core General Education

- **Basic Skills of an Educated Person**
 - These courses help build key skills for learning – communication and critical thinking. An educated person can communicate ideas effectively both verbally and in writing. Being able to organize and express ideas is a key part of learning. An educated person must also have strong reasoning powers in order to analyze critically all types of information. The skills courses within General Education provide an opportunity for students to gain and enhance critical communication and analytical skills.
 - i. Oral Communication (A1)
 - ii. Written Communication 1A (A2)
 - iii. Critical Thinking (A3)
 - iv. Mathematical Concepts (B4)

- **Basic Knowledge of an Educated Person**
 - These courses help students gain the fundamental knowledge of an educated person. Students will have an opportunity to demonstrate an appreciation of the fundamentals of science, arts, letters, and the forces that shape the individual and modern society throughout the lifespan. This fundamental knowledge is crucial to understanding more advanced topics, including a major field of study.
 - i. Physical Science (B1)
 - ii. Life Science (B2)
 - one lab course required in science (B3)
 - iii. Arts (C1)
 - iv. Letters (C2)
 - v. Written Communication II (C3)
 - vi. Human Behavior (D1)
 - vii. Comparative Systems, Cultures & Environments (D2)
 - viii. Social Issues (D3)
 - ix. Human Understanding & Development (E)

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Core General Education: ORAL COMMUNICATION
(A1)

A. Goals

Courses shall cultivate an understanding of the social, psychological, political and practical

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

D. Support

- *Class size.* Class sections shall normally be limited to 25 students. For sections that are specifically designed for limited-English-speaking students, the enrollment limit shall be 20.
- *Special or supplementary assistance.* Some students may require special or more assistance than the regular class can provide. In such cases, faculty are urged to refer the student to the appropriate program for special or supplementary assistance.
- *Instructor qualifications*
 - an understanding and appreciation of General Education;
 -

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Core General Education: WRITTEN COMMUNICATION IA (A2)

- A.. Goals**
Courses should cultivate an understanding

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- teaching associates shall be allowed to teach a GE course only after training and

Core General Education: CRITICAL THINKING (A3)

A. Goals

Critical thinking courses should help students learn to recognize, analyze, evaluate, and engage in effective reasoning.

B. Student Learning

Students will demonstrate, orally and in writing, proficiency in the course goals. Development of the following competencies will result in dispositions or habits of intellectual autonomy, appreciation of different worldviews, courage and perseverance in inquiry, and commitment to employ analytical reasoning. Students should be able to:

1. distinguish between reasoning (e.g., explanation, argument) and other types of discourse (e.g., description, assertion);
2. identify, analyze, and evaluate different types of reasoning;
3. find and state crucial unstated assumptions in reasoning;
4. evaluate factual claims or statements used in reasoning, and evaluate the sources of evidence for such claims;
5. demonstrate an understanding of what constitutes plagiarism;
6. evaluate information and its sources critically and incorporate selected information into his or her knowledge base and value system;
7. locate, retrieve, organize, analyze, synthesize, and communicate information of relevance to the subject matter of the course in an effective and efficient manner; and
8. reflect on past successes, failures, and alternative strategies.

C. Content

- Students will analyze, evaluate, and construct their own arguments or position papers about issues of diversity such as gender, class, ethnicity, and sexual orientation.
- Reasoning about other issues appropriate to the subject matter of the course shall also be presented, analyzed, evaluated, and constructed.
- All critical thinking classes should teach formal and informal methods for determining the validity of deductive reasoning and the strength of inductive reasoning, including a consideration of common fallacies in inductive and deductive reasoning.
-

"Formal methods for determining the validity of deductive arguments" refers to techniques that focus on patterns of reasoning rather than content. While all deductive arguments claim to be valid, not all of them are valid. Students should know what formal methods are available for determining which are which. Such methods include, but are not limited to, the use of Venn's diagrams for determining validity of categorical reasoning, the methods of truth tables, truth trees, and formal deduction for reasoning which depends on truth functional structure, and analogous methods for evaluating reasoning which may be valid due to quantificational form. These methods are explained in standard logic texts. We would also like to make clear that the request for evidence that formal methods are being taught is not a

a minimum of 3000 words required. Students shall receive frequent evaluations from the instructor. Evaluative comments must be substantive, addressing the quality and form of writing.

D. Support

- *Class size.* Enrollment shall normally be limited to 25 students.
- *Prerequisite.* English 1A is strongly recommended as a prerequisite (or co-requisite).
- *Instructor qualifications*
 - an understanding and appreciation of General Education;
 - a doctorate (preferred but not required);
 - college-level teaching experience or advanced (graduate) training in the subject matter of the course;
 - a professional commitment to the learning needs of a diverse student body;
 - a professional commitment to critical thinking instruction, as demonstrated by teaching experience, publications, or continuing professional education;
 - sections designed for foreign students require substantial formal training and experience in teaching speakers of other languages, in addition to above requirements; and
 - teaching associates shall be allowed to teach a GE course only after training and under the close supervision of an expert in the field.

E. Assessment

- Writing shall be assessed for grammar, clarity, conciseness and coherence.
- In accordance with the approved assessment plan, the course coordinator/department chair will summarize the assessment results according to the procedure for submitting courses for continuing certification in General Education.

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

A. Goals

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

B. Student Learning

Students should be able to:

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

C. Content

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

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

Life Science courses focus on:

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

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- D. Support**
- *Instructor qualifications*

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**Core General Education: MATHEMATICAL CONCEPTS
(B4)**

A. Goals

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D. Support

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

E. Assessment

- Writing shall be assessed for grammar, clarity, conciseness and coherence.
- In accordance with the approved assessment plan, the course coordinator/department chair will summarize the assessment results according to the procedure for submitting courses for continuing certification in General Education.

F. American Institutions Requirement

American Institutions courses may satisfy Core Area C requirements if they meet the following conditions:

- consist of at least a six-unit package that is interdisciplinary and team-taught;
- focus on cultural pluralism; and
- meet the criteria for Institutions and Core Areas C1 and C2.

Core General Education: HUMANITIES & ARTS
Written Communication 1B
(C3)

A. Goals

Written communication 1B will reinforce and advance the abilities developed in Written Communication 1A, broadening and deepening students' understanding of the genres, audiences, and purposes of college writing. Students will develop a mature writing style appropriate to university discourse, sophistication in writing argumentative essays, mastery of the mechanics of writing, and proficiency in basic library research skills and in writing papers informed by research.

B. Student Learning

Students shall write complete essays that demonstrate the ability to:

1. refine the competencies established in Written Communication 1A;
2. use (locate, analyze, and evaluate) supporting materials, including independent library research, and identify key concepts and terms that describe the information needed;
3. select efficient and effective approaches for accessing information utilizing an appropriate investigative method or information retrieval system;
4. synthesize ideas encountered in multiple readings;
5. incorporate principles of design and communication to construct effective arguments; and
6. identify and discuss issues related to censorship and freedom of speech.

C. Content

- *Diversity.* Issues of diversity shall be incorporated in an appropriate manner.
- *Writing.* This course should emphasize those skills and activities in writing and thinking that produce 1) the persuasive argument, and 2) the critical essay, each of which demands analysis, interpretation, and evaluation. Writing assignments shall give students repeated practice in pre-writing, organizing, writing, revising, and editing. The number of writing assignments and their careful sequencing are as important as the total number of words written. Six to eight essays totaling a minimum of 8000 words are required. This minimum requirement excludes the final examination, journal writing, quizzes, or other informal or brief assignments. Although the majority of papers will be written outside of class, at least three essays shall be written in class. Students shall receive frequent evaluations from the instructor. Evaluative comments must be substantive, addressing the quality and form of writing.
- *Reading.* Reading for the course shall include useful models of writing for academic and general audiences; readings shall be used consistently with the course goal of enhancing ability in written communication and reading. A substantial portion of the reading should be devoted to analytical, critical, and argumentative essays. Instructors should help students develop and refine strategies for reading challenging material.
- *Research.* The course shall include an introduction to the library and to basic research strategies, including locating materials, evaluating them, using them effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly. Instructors shall ensure that students understand the economic, legal, and social issues surrounding the use of information and access, and how to use information ethically and legally. Instructors shall assign a traditional research paper or a series of short essays in which library research informs the student's position or thesis.

D. Support

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- *Tutoring.* Students may be required to attend tutoring sessions as a co-requisite to completing the course.
- *Class size.* Class sections shall normally be limited to 25 students. It is not acceptable to increase the number of

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

A. Goals

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

B. Student Learning

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

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

C. Content

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

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

E. Assessment

- Writing shall be assessed for grammar, clarity, conciseness and coherence.
- In accordance with the approved assessment plan, the course coordinator/department chair will summarize the assessment results according to the procedure for submitting courses for continuing certification in General Education.

F. American Institutions Requirement

American Institutions courses may satisfy Core Area D requirements if they meet the following conditions:

- consist of at least a six-unit package that is interdisciplinary and team-taught;
- focus on cultural pluralism; and
- meet the criteria for Institutions and Core Areas D2 and D3.

Core General Education: HUMAN UNDERSTANDING AND DEVELOPMENT

(E)

A. Goals

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

B. Student Learning

Students shall:

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

C. Content

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

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

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

D. Support

- It is strongly recommended that students complete this course during their first two semesters of matriculation.
- *Instructor qualifications*
 - an understanding and appreciation of General Education;
 - a doctorate (preferred but not required);
 - college-level teaching experience or advanced (graduate) training in the subject matter of the course;
 - a professional commitment to the learning needs of a diverse student body;

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

E. Assessment

- Writing shall be assessed for grammar, clarity, conciseness and coherence.
- In accordance with the approved assessment plan, the course coordinator/department chair will summarize the assessment results according to the procedure for submitting courses for continuing certification in General Education.

GRADUATION REQUIREMENTS

American Institutions

(F1, F2, F3)

1. Goals

Courses in American Institutions should meet one or more of the following requirements: *U.S. History*, *U.S. Constitution*, and *California Government*. Students enrolled in these courses should be exposed to alternative interpretations of the historical events and political processes that have shaped the social, economic, and political systems in which they live.

These courses will provide a multicultural framework, including both conflict and consensus perspectives, of the choices and options available to individuals and groups in their social, economic, and political relations. The focus of the courses is the growth of a multicultural society and the interactions, including cooperation and conflict, as these many and varied peoples have dealt with social, economic, and political issues.

2. Student Learning

To fulfill the requirements for *U.S. History*, students should consider the principal events, developments, ideas, politics, and international relations in all the territories now in the United States from the beginnings of this society until the present. While considering these trends, students should be asked to analyze certain themes including:

- earliest inhabitants, colonization, the American Revolution and the early Republic, territorial expansion, economic development, Civil War and Reconstruction, foreign

local government in California, the basic issues of California politics, and a careful assessment of the impact of demographic changes on the history and politics of the state and the nation.

Students should also demonstrate:

- an understanding of tools of political action and collective decision-making at the local, state, national, or global level; and
- the ability to articulate the values and assumptions that inform their civic engagement.

3. Content

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

4. Support

- *Instructor Qualifications*
 - an understanding and appreciation of General Education;
 - a doctorate (preferred but not required);
 -

5. Assessment

- Writing shall be assessed for grammar, clarity, conciseness and coherence.
- In accordance with the approved assessment plan, the course coordinator/department chair will summarize the assessment results according to the procedure for submitting courses for continuing certification in General Education.

6. General Education Requirement

American Institutions courses may satisfy Core General Education requirements if they meet the following conditions:

- consist of at least a six-unit package that is interdisciplinary and team-taught;
- focus on cultural pluralism; and
- meet the criteria for Institutions and the Core General Education Area C and/or D.

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

E. Assessment

- Writing shall be assessed for grammar, clarity, conciseness and coherence.
-

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SJSU Studies: SELF, SOCIETY, & EQUALITY IN THE U.S. (S)
(For students beginning continuous enrollment in Fall 2005 or later, completion of, or co-registration in, a 100W course is required for enrollment in all SJSU Studies courses. Courses used to satisfy Areas R, S, and V must be taken from three separate SJSU departments, or other distinct academic units {having own HEGIS Code}).

A. Goals

Students will study the interrelationship of indi

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

E. Assessment

- Writing shall be assessed for grammar, clarity, conciseness and coherence.
- In accordance with the approved assessment plan, the course coordinator/department chair will summarize the assessment results according to the procedure for submitting courses for continuing certification in General Education.

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**SJSU Studies: CULTURE, CIVILIZATION, & GLOBAL
UNDERSTANDING**

(V)

(For students beginning continuous enrollment in Fall 2005 or later, completion of, or co-registration in, a 100W course is required for enrollment in all SJSU Studies courses. Courses used to satisfy Areas R, S, and V must be taken from three separate SJSU departments, or other distinct academic units {having own HEGIS Code}).

A. Goals

Courses in Culture, Civilization, and Global Understanding should give students an appreciation for human expression in cultures outside the U.S. and an understanding of

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- Courses shall focus on issues or present perspectives from different academic disciplines.
- Courses shall require students to apply

**SJSU Studies: WRITTEN COMMUNICATION II
(Z)**

A. Goals

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

B. Student Learning

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

1. refine the competencies established in Written Communication IA and IB (see pages 12 & 21);
2. express (explain, analyze, develop, and criticize) ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse; and
3. organize and develop essays and documents for both professional and general

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