Graduation Requirements Task Force (GRTF) Recommendations:

Baccalaureate Degree Requirements

San Francisco State University
Fall 2009
Graduation Requirements Task Force (GRTF) Recommendations:  
Baccalaureate Degree Requirements  
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Graduation Requirements Task Force (GRTF) Recommendations:  
Baccalaureate Degree Requirements  
At San Francisco State University  
Fall 2009

Executive Summary

Curriculum requirements should reflect the values of the university and the needs of the communities they serve. In the fall of 2005, the Academic Senate created the Graduation Requirements Task Force (GRTF) and called for an assessment of “the appropriateness and value of the university-wide baccalaureate degree requirements currently required of all SFSU undergraduate students” (Academic Senate Policy F05-237, p. 1). The last time such a review was completed was 1981. Given significant changes in both faculty and curriculum, it seemed appropriate to ask whether the campus wanted any changes to requirements that were approved more than twenty years ago. The GRTF considered the kind of preparation required for success in the twenty-first century, the needs of the communities we serve, and the primary values and character of our university that we hoped our baccalaureate students would take with them. Each recommendation we made was reviewed in light of the educational goals, desires to integrate values and skills across requirements, faculty interests and expertise, and various practical considerations given our large and diverse student body. The review process included self-studies, an external review, extensive consultations on and off campus, multiple proposals, anonymous surveys, formal and informal feedback, and revisions.

Current best practices point to the importance of an integrated curriculum that is shaped by the institution’s educational goals. After extensive consultation and revisions, the Graduation Requirements Task Force (GRTF) submitted “Educational Goals for the Baccalaureate at San Francisco State University” to the Academic Senate for its review. The Academic Senate endorsed these educational goals on March 11, 2008. These educational goals, as well as best practices identified through the review process, inform the GRTF’s recommendations regarding specific degree requirements, course expectations, and student learning outcomes. Similarly, the report makes recommendations about majors, minors, and certificates in relationship to those goals and practices.

In addition, the GRTF is recommending several changes that will facilitate the completion of baccalaureate degrees. For example, the GRTF recommends that students be able to complete university-wide course requirements for a baccalaureate in 48 units out of the 120 units needed for the degree. This recommendation is consistent with the minimum required in the California State University Executive Order 1033, “CSU General Education Breadth Requirements,” which governs general education requirements in the California State University system. With the educational goals as the guiding principles for all recommendations, this report covers university-wide requirements, majors, minors, certificates, high impact educational practices, processes for course approvals, timetables, resource implications, and comparisons of the recommendations to other documents (more details about the topics covered and related page numbers appear in the table of contents).
San Francisco State University undergraduates will emerge from their studies with a breadth and depth of knowledge and understanding developed from integrating their course work and academic experiences in both general education and in the major. The abilities, knowledge, and qualities of mind fostered by general education will be reinforced, extended, and deepened in the major. Students should pursue a secondary focus in addition to their major (e.g., a second major, minor, certificate). We expect the following interconnected educational outcomes from a baccalaureate of San Francisco State University:

1. **Competencies for Lifelong Intellectual Endeavor:** San Francisco State University's baccalaureate graduates will be competent in critical questioning and analysis, creative and independent thought, attentive reading and interpretation, written and other forms of communication, quantitative reasoning, research drawing upon a variety of resources, problem solving, and collaboration. Students should have knowledge of a language other than English.

2. **Intellectual Attainments:** Graduates will be conversant with the principal domains of knowledge associated with liberal learning: the sciences and mathematics, the social sciences, the humanities, and the arts. They will be able to apply the modes of inquiry associated with these domains and will have engaged questions and issues of enduring importance. They will also gain in-depth knowledge and understanding of at least one major course of study. These competencies and attainments will provide graduates with intellectual foundations for careers or for advanced study.

3. **Appreciation of Diversity:** Graduates will know, understand, and appreciate multiple forms and variations of human diversity, both within the United States and globally. Graduates will respect themselves and others. They will have obtained a historical perspective about the development of our diverse nation and will be able to engage in informed, civil discourse with persons different from themselves in intellectual and cultural outlook.

4. **Ethical Engagement:** Graduates will have an appreciation of the necessity and difficulty of making ethical choices, both private and public, and will be able to identify and analyze the values that inform those choices. Graduates will demonstrate ethical conduct in their own work and their acknowledgement of the work of others. Graduates will recognize their responsibility to work toward social justice and equity by contributing purposefully to the well-being of their local communities, their nations, and the people of the world, as well as to the sustainability of the natural environment.

5. **Integration and Application of Knowledge:** Graduates will know how to make connections among apparently disparate forms of knowledge and modes of inquiry across academic disciplines and between the principal domains of knowledge and their majors. They also will be able to place such knowledge and approaches within their cultural, historical, and sociopolitical contexts. Graduates will be able to apply academic knowledge to what is important in their own lives and to local and global communities.
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6. **Qualities of Mind and Spirit:** Graduates will take with them dispositions that facilitate lifelong learning and growth, including curiosity, a sense of wonder, intellectual flexibility and adaptability, a refusal to simplify what is inherently complex and ambiguous, a sense of responsibility and accountability, critical self-reflection, independence of mind, respect for wellness and healthy living, a readiness to assume leadership roles, and reverence for all that unites us as human beings across time.

 Outline of University-Wide Requirements for Baccalaureate Degrees

The outline of university-wide requirements that follows is consistent with the educational goals specified above; requirements mandated in Executive Order 1033, “CSU General Education Breadth Requirements,” which governs general education requirements in the California State University system; and values embraced by the GRTF and the campus. Area designations below (e.g., A-E) correspond to areas specified in Executive Order 1033. (A complete copy of E. O. 1003 can be viewed at http://dus.sfsu.edu/grtf/Main/resources_assets/EO-1033.pdf; a summary of the order appears in this report in the section, “‘Relationship between Recommendations and LEAP and Executive Order 1033.’”) We interpret the subject area distinctions of EO 1033 as domains of knowledge with distinct methods of inquiry rather than categories that can be defined by college, department, or program designations.

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Overlay Requirements. Requirements that are referred to as overlays may be fulfilled by any course (one in general education, a major, a minor, a certificate, complementary studies, or an elective) that carries the overlay designation. Because an overlay course may fulfill more than one requirement, an overlay may be completed without taking additional units. A single course may fulfill more than one university-wide requirement and may be listed in more than one place, if it meets all of the course expectations and student learning outcomes for the specified requirement. Courses that satisfy the overlay requirements must be a minimum of 3 units.

Double Counting (allowing a single course to satisfy multiple requirements). The Graduation Requirements Task Force recommends two double counting rules: (1) unlimited double counting between courses open to all students to fulfill university-wide requirements and courses in a major, provided the courses meet the specified course expectations and student learning outcomes, and (2) a process by which majors could fulfill some university-wide requirements by completing the major, without courses appropriate to a particular major also having to be available to students in general (e.g., biology majors could fulfill Areas B2 and B4 by completing courses in their major; art majors could fulfill Area C1 by completing their major; Area references correspond to Areas specified in E.O. 1033).

Similarly, the GRTF recommends unlimited double counting between courses that fulfill university-wide requirements and courses in a minor, certificate program, or complementary studies requirement for BA degrees (described in section on majors) provided the courses meet the specified course expectations and student learning outcomes.

Course Expectations, Student Learning Outcomes, and Links to Goals for GE Courses

This section includes course expectations and student learning outcomes for Areas A through D in lower division general education and Areas B through D in upper division general education from Executive Order 1033. Courses that meet the student learning outcomes identified for an area will be approved for that area, regardless of the disciplinary designation of the unit originating the proposal. The units specified for a requirement are the minimum number of units required. Courses which require more units (e.g. 4-unit classes instead of 3-unit classes) may be proposed to meet a requirement. The section for each requirement ends with a chart showing how the student learning outcomes for that requirement are linked to the educational goals.

Lower Division General Education

Lower Division English Language Communication and Critical Thinking (Area A)

Students take four classes (12 units), one each from A1, A2, A3, and A4.

Course Expectations for Lower Division Oral Communication (A1) (3 units):

1. The course must be lower division, open to all students, and may not have prerequisites.

2. The course must be graded on an A, B, C, NC basis.
3. At least one of the assignments must be related in some way to one or more of the following topics, drawn from the goals for the baccalaureate at San Francisco State University: (a) human diversity within the United States and/or globally; (b) ethical choices; (c) social justice; (d) the well-being of communities, nations, or the people of the world; (e) the sustainability of the natural environment; (f) applications of academic knowledge to what is important in one’s own life; or (g) what unites us as human beings across time.

4. At least one of the assignments shall involve (a) utilizing a plan for acquiring and recording information employing basic search strategies to explore core sources, including library resources; (b) articulating and applying rudimentary criteria in evaluating information and sources; and (c) using and citing properly the information in assignments.

5. Assignments shall foster the understanding and value of academic integrity, and encourage students to take responsibility as an engaged person in various roles: student, learner, professional, and global citizen.

6. Some assignments or classroom activities should encourage the development of skills and strategies for working collaboratively.

7. At least one of the assignments must be related to one of the following: (a) plans for academic or co-curricular experiences on campus; (b) intellectual or social activities of university life (e.g., performances, exhibitions, lectures, etc.); (c) time and/or stress management; or (d) financial planning including money and credit management during college and/or after graduation.

8. The course syllabus must include references to assignments that are described above as part of the course expectations.

9. The course syllabus must include the university-approved student learning outcomes for oral communication and link them to activities and/or assignments that students complete to demonstrate they have met the outcomes.

**Student Learning Outcomes for Lower Division Oral Communication (A1) (3units):** After completion of a lower division general education course in oral communication, students will be able to:

1. effectively organize, construct, and deliver prepared and spontaneous presentations to groups of 20 or more, using the following:
   - a plan for acquiring and recording information using basic search strategies to explore core sources, including library resources;
   - careful assessment of claims, supporting materials, and arguments;
   - organizational principles leading to a coherent presentation focused on a main point and a reasonable number of supporting points given time constraints;
   - information and strategies that will facilitate listeners’ understanding;
   - effective delivery techniques for oral communication;

2. articulate principles for making effective technologically-enhanced presentations;
3. effectively listen to prepared and spontaneous discourse by using the following:
   - active listening skills;
   - careful assessment of claims, supporting materials, and arguments;
4. demonstrate skills for working collaboratively, including articulating a perspective, rationale, and exchange of ideas in forming a group goal;
5. demonstrate perspective-taking skills, both as a speaker and a listener;
6. engage in informed civil discourse with persons different from themselves in intellectual and cultural outlook;
7. demonstrate ethical conduct in their communication including such practices as
   - accurate presentation of information;
   - appropriate citation of the ideas and words of others;
   - respectful treatment of others even when disagreeing;
   - acknowledgment of the importance of the privacy and confidentiality of others; and
   - acceptance of responsibility for the consequences of one’s discourse;
8. reduce their own speech anxiety and project greater confidence as a speaker; and
9. apply communication principles in their personal lives and their communities.

**Links between Educational Goals and Outcomes for Lower Division Oral Communication**

The student learning outcomes were developed in relationship to the “Educational Goals for the Baccalaureate at San Francisco State University.” The chart below illustrates that relationship for lower division oral communication. The numbers correspond to the way the educational goals and student learning outcomes are numbered above.

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<td>3. Appreciation of Diversity</td>
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<td>4. Ethical Engagement</td>
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<td>5. Integration and Application of Knowledge</td>
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**Course Expectations for Lower Division Written English Communication I (A2) (3 units):**

1. The course must be lower division, open to all students, and may not have any course prerequisites, but the course may use scores on the English Placement Test (EPT), exemptions, and/or scores on English as a Second Language Placement Test (ESLPT) to designate the appropriate course, given a student’s score(s).
2. The course must be graded on an A, B, C, NC basis.
3. Students will write 6,000-7,000 words of formal writing that demonstrate beginning college-level proficiency. There should be an opportunity for practice and feedback with revisions being included in the number of words.

4. Readings will be drawn from a variety of sources from different disciplinary perspectives and integrated throughout the course.

5. Readings will encourage reflection on the self as student, learner, professional and global citizen, and will promote understanding and appreciation of human diversity.

6. At least one assignment must address some aspect of being a college student [e.g., (a) a self-reflection on one’s personal literacy or intellectual history; (b) a review of an on-campus intellectual, social, or artistic event; (c) an exploration of a field of study and its related career opportunities; (d) a research-based analysis of issues facing new college students].

7. At least one of the assignments must be related in some way to one or more of the following topics, drawn from the goals for the baccalaureate at San Francisco State University: (a) human diversity within the United States and/or globally; (b) ethical choices; (c) social justice; (d) the well-being of communities, nations, or the people of the world; (e) the sustainability of the natural environment; (f) applications of academic knowledge to what is important in one’s own life; or (g) what unites us as human beings across time.

8. At least one of the assignments shall involve (a) utilizing a plan for acquiring and recording information employing basic search strategies to explore core sources, including library resources; (b) articulating and applying rudimentary criteria in evaluating information and sources; and (c) using and citing properly the information in assignments.

9. Assignments shall foster the understanding and value of academic integrity.

10. The course syllabus must include references to assignments that are described above as part of the course expectations.

11. The course syllabus must include the university-approved student learning outcomes for Written English Communication I and link them to activities and/or assignments that students complete to demonstrate they have met the outcomes.

**Student Learning Outcomes for Lower Division Written English Communication I (A2) (3 units):** After completion of a lower division general education course in Written English Communication I, students will be able to:

1. read actively and effectively; distinguish between main points and supporting evidence in texts for those points; think critically about information acquired from readings, research, and other sources;
2. understand writing as a process and use strategies for generating, revising, editing, and proofreading their own work; collaborate with others during the writing process, offering constructive criticism and accepting the criticism of others;

3. reflect on their own reading and writing processes as a means to achieving greater control of these processes and increased effectiveness as a reader and writer;

4. write effective expository prose with regard to purpose, audience, and genre; use revision techniques as understanding evolves to refine meanings;

5. utilize a plan for acquiring and recording information employing basic search strategies to explore core sources, including library resources; articulate and apply rudimentary criteria in evaluating information and sources, and use and cite properly the information in assignments;

6. use evidence successfully to support the central purpose of the writing; distinguish between adequate and inadequate support of the topic; demonstrate ethical conduct in appropriate use of sources;

7. demonstrate a basic familiarity with the rhetorical and grammatical conventions of reading and writing, including sentence variety, current usage, spelling and grammar; cite sources accurately, generally use conventions appropriate to the purpose, audience, and genre of the writing; and

8. demonstrate ethical conduct in their own writing and appropriate use and citation of the work of others.

Links between Educational Goals and Outcomes for Lower Division Written Communication I

The student learning outcomes were developed in relationship to the “Educational Goals for the Baccalaureate at San Francisco State University.” The chart below illustrates that relationship for lower division written communication I. The numbers correspond to the way the educational goals and student learning outcomes are numbered above.

<table>
<thead>
<tr>
<th>Educational Goals</th>
<th>Student Learning Outcomes for Lower Division Written Communication I</th>
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<tbody>
<tr>
<td>1. Competencies for Lifelong Intellectual Endeavor</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
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<tr>
<td>4. Ethical Engagement</td>
<td>8</td>
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</tbody>
</table>
Course Expectations for Lower Division Critical Thinking (A3) (3units):

1. The course must be lower division, open to all students, and may not have prerequisites.

2. The course must be graded on an A, B, C, NC basis.

3. At least one of the assignments must be related in some way to one or more of the following topics, drawn from the goals for the baccalaureate at San Francisco State University: (a) human diversity within the United States and/or globally; (b) ethical choices; (c) social justice; (d) the well-being of communities, nations, or the people of the world; (e) the sustainability of the natural environment; (f) applications of academic knowledge to what is important in one’s own life; or (g) what unites us as human beings across time.

4. At least one of the assignments shall involve (a) utilizing a plan for acquiring and recording information employing basic search strategies to explore core sources, including library resources; (b) articulating and applying rudimentary criteria in evaluating information and sources; and (c) using and citing properly the information in assignments.

5. Assignments shall foster the understanding and value of academic integrity, and encourage students to take responsibility as an engaged person in various roles: student, learner, professional, and global citizen.

6. Some assignments or classroom activities should encourage the development of skills and strategies for working collaboratively.

7. The course syllabus must include references to assignments that are described above as part of the course expectations.

8. The course syllabus must include the university-approved student learning outcomes for critical thinking and link them to activities and/or assignments that students complete to demonstrate they have met the outcomes.

Student Learning Outcomes for Lower Division Critical Thinking (A3) (3units): After completion of a lower division general education course in critical thinking, students will be able to:

1. understand and articulate basic principles of formal reasoning and their relation to language, and be able to communicate in language that meets the standards of logic;

2. analyze, criticize and advocate ideas;

3. identify common formal and informal fallacies of reasoning, both to avoid these in their own thinking and to criticize these in thinking presented to them;

4. construct elementary valid deductive arguments, including being able to identify and assess overtly expressed premises, suppressed premises, and conclusions;
5. construct elementary sound inductive arguments, including being able to identify and assess hypotheses and evidence;

6. distinguish matters of fact from issues of judgment or opinion, and construct arguments that reach valid or well-supported factual and judgmental conclusions; and

7. demonstrate ethical conduct in reasoning, meeting at least the following standards for respectful participation in the community of learners: accurately stating and not misrepresenting the strength of logical connections, not misleading others regarding the truth status of empirical claims, providing full citation or attribution of other people's views, adhering to the "principle of generosity" in reporting or interpreting other people's views.

Links between Educational Goals and Outcomes for Lower Division Critical Thinking

The student learning outcomes were developed in relationship to the “Educational Goals for the Baccalaureate at San Francisco State University.” The chart below illustrates that relationship for lower division critical thinking. The numbers correspond to the way the educational goals and student learning outcomes are numbered above.

<table>
<thead>
<tr>
<th>Educational Goals</th>
<th>Student Learning Outcomes for Lower Division Critical Thinking</th>
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<tbody>
<tr>
<td>1. Competencies for Lifelong Intellectual Endeavor</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>4. Ethical Engagement</td>
<td>7</td>
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</table>

Course Expectations for Lower Division Written English Communication II (A4) (3units):

1. The course must be lower division and open to all students who have completed twelve or more units and who have completed Written English Communication I or its equivalent with a CR or C- or higher.

2. The course must be graded on an A, B, C, NC basis.

3. Assignments will yield 8000-10,000 words of formal writing and demonstrate college-level proficiency and address topics related to the goals articulated in “Educational Goals for the Baccalaureate at San Francisco State University.” There should be an opportunity for practice and feedback with revisions being included in the number of words.

4. Readings that (a) encourage students to reflect on topics related to the goals articulated in “Educational Goals for the Baccalaureate at San Francisco State University”; (b) come from a variety of sources, such as disciplinary texts, research reports, articles written for the general public, and literature; and (c) draw upon multiple domains of knowledge and engage questions and issues to which multiple disciplines can speak.
5. Assignments will encourage students to make connections across academic disciplines on subjects that have implications for themselves personally.

6. At least one of the assignments shall involve (a) utilizing a plan for acquiring and recording information employing advanced search strategies to examine a wide variety potential sources, including library resources; (b) articulating and applying advanced criteria in evaluating information and sources, including distinguishing scholarly/non-scholarly information and primary/secondary sources; and (c) using and citing properly the information in assignments.

7. The course syllabus must include references to assignments that are described above as part of the course expectations.

8. The course syllabus must include the university-approved student learning outcomes for Written English Communication II and link them to activities and/or assignments that students complete to demonstrate they have met the outcomes.

**Student Learning Outcomes for Lower Division Written English Communication II (A4) (3 units):**

After completion of a lower division general education course in Written English Communication II, students will be able to:

1. articulate, in written essays, their understanding and appreciation of multiple forms and variations of human diversity, both within the United States and globally;

2. articulate, in written essays, how they recognize their responsibility to work toward social justice and equity by contributing purposefully to the well-being of their local communities, their nations, and the people of the world, as well as to the sustainability of the natural environment;

3. read critically complex texts on topics related to the goals articulated in “Educational Goals for the Baccalaureate at San Francisco State University;” demonstrating the ability to integrate and synthesize information gained from readings, research, and other sources;

4. utilize a plan for acquiring and recording information employing advanced search strategies to examine a wide variety of potential sources, including library resources; articulate and apply advanced criteria in evaluating information and sources, including distinguishing scholarly/non-scholarly information and primary/secondary sources; and use and cite properly the information in assignments;

5. make use of a writing process that they know to be personally effective; alter their writing process, if necessary, to meet the demands of a specific task;

6. think reflectively about themselves as readers, writers, and learners in relationship to the goals articulated in “Educational Goals for the Baccalaureate at San Francisco State University”;

7. write complex, expository prose for a variety of purposes, audiences, and genres; incorporate feedback and revise as necessary for more effective presentation of ideas;
8. use evidence from a variety of sources successfully to support the central purpose of the writing; distinguish between adequate and inadequate support of the topic; demonstrate ethical conduct in appropriate use of sources;

9. demonstrate control of the rhetorical and grammatical conventions of reading and writing, including sentence variety, current usage, spelling and grammar; cite sources accurately, effectively use conventions appropriate to the purpose, audience, and genre of the writing; and

10. demonstrate ethical conduct in their work and their acknowledgment of the work of others.

Links between Educational Goals and Outcomes for Lower Division Written Communication II

The student learning outcomes were developed in relationship to the “Educational Goals for the Baccalaureate at San Francisco State University.” The chart below illustrates that relationship for lower division written communication II. The numbers correspond to the way the educational goals and student learning outcomes are numbered above.

<table>
<thead>
<tr>
<th>Educational Goals</th>
<th>Student Learning Outcomes for Lower Division Written Communication II</th>
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<tbody>
<tr>
<td>1. Competencies for Lifelong Intellectual Endeavor</td>
<td>1, 3, 4, 5, 6, 7, 8, 9</td>
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<tr>
<td>3. Appreciation of Diversity</td>
<td>1</td>
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<tr>
<td>4. Ethical Engagement</td>
<td>2, 10</td>
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<tr>
<td>5. Integration and Application of Knowledge</td>
<td>3</td>
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</table>

Lower Division Scientific Inquiry and Quantitative Reasoning (Area B)

*Students take a minimum of 9 units, including at least one course from B1, B2, B3 and B4. Typically, B3 (a lab course) will be associated with a lecture course in B1 or B2. If not, the course that satisfies Area B3 should be taken concurrently with or following the appropriate lecture course.*

Course Expectations for Lower Division Physical Science (B1) [preferably including a lab (see B3) within 3 units]:

1. The course must be lower division and open to all students. Courses that are numbered between 100 and 199 may not have prerequisites other than passage of EPT, ESLPT, ELM, or an exemption for one or more of these tests. Courses that are numbered between 200 and 299 may have a single prerequisite, but departments and programs must provide an adequate justification for that prerequisite. Typically, students should be eligible to enroll in lower division general education courses in their first year.

2. The course syllabus must list the university-approved student learning outcomes for physical science (B1) and link them to activities and/or assignments that students complete to
demonstrate they have met the outcomes.

Student Learning Outcomes for Lower Division Physical Science (B1) [preferably including a lab (see B3) within 3 units]: After completion of a lower division general education course in physical science, students will be able to:

1. explain the steps in the scientific method of inquiry, which involves gathering observable, empirical and measurable evidence subject to specific principles of reasoning, and recognizing that reproducible observation of a result is necessary for a theory to be accepted as valid by the scientific community;

2. analyze specific examples of how the scientific method has been used in the past to collect data through observation and experimentation, and to formulate, test and reformulate hypotheses about the physical universe; evaluate scientific information from a variety of sources and use that information to articulate well-reasoned responses to scientific concerns;

3. evaluate scientific information from a variety of sources and use that information to articulate well-reasoned responses to scientific concerns;

4. recognize the utility of alternative scientific hypotheses in the development of scientific theories, research and applications and understand how scientific evidence is used to develop hypotheses and theories;

5. describe ethical dilemmas arising out of contemporary scientific research and applications, which may include those related to social justice, and may have implications for local and/or global communities;

6. use scientific theories to explain phenomena observed in laboratory or field settings; and

7. discuss the relevance of major scientific theories and research to their lives.

Links between Educational Goals and Outcomes for Lower Division Physical Science
The student learning outcomes were developed in relationship to the “Educational Goals for the Baccalaureate at San Francisco State University.” The chart below illustrates that relationship for lower division physical science. The numbers correspond to the way the educational goals and student learning outcomes are numbered above.

<table>
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<tr>
<th>Educational Goals</th>
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<tbody>
<tr>
<td>1. Competencies for Lifelong Intellectual Endeavor</td>
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<tr>
<td>2. Intellectual Attainments</td>
<td>1, 2, 4</td>
</tr>
<tr>
<td>4. Ethical Engagement</td>
<td>5</td>
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<tr>
<td>5. Integration and Application of Knowledge</td>
<td>6, 7</td>
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</table>
Course Expectations for Lower Division Life Science (B2) [preferably including a lab (see B3) within 3 units]:

1. The course must be lower division and open to all students. Courses that are numbered between 100 and 199 may not have prerequisites other than passage of EPT, ESLPT, ELM, or an exemption for one or more of these tests. Courses that are numbered between 200 and 299 may have a single prerequisite, but departments and programs must provide an adequate justification for that prerequisite. Typically, students should be eligible to enroll in lower division general education courses in their first year.

2. The course syllabus must list the university-approved student learning outcomes for life science (B2) and link them to activities and/or assignments that students complete to demonstrate they have met the outcomes.

Student Learning Outcomes for Lower Division Life Science (B2) [preferably including a lab (see B3) within 3 units]: After completion of a lower division general education course in life science, students will be able to:

1. explain the steps in the scientific method of inquiry, which involves gathering observable, empirical and measurable evidence subject to specific principles of reasoning and recognizing that reproducible observation of a result is necessary for a theory to be accepted as valid by the scientific community;

2. analyze specific examples of how the scientific method has been used in the past to collect data through observation and experimentation, and to formulate, test and reformulate hypotheses about the living systems;

3. evaluate scientific information from a variety of sources and use that information to articulate well-reasoned responses to scientific concerns;

4. recognize the utility of alternative scientific hypotheses in the development of scientific theories, research and applications and understand how scientific evidence is used to develop hypotheses and theories;

5. describe ethical dilemmas arising out of contemporary scientific research and applications, which may include those related to social justice, and may have implications for local and/or global communities;

6. use scientific theories to explain phenomena observed in laboratory or field settings; and

7. discuss the relevance of major scientific theories and research to their lives.
The student learning outcomes were developed in relationship to the “Educational Goals for the Baccalaureate at San Francisco State University.” The chart below illustrates that relationship for lower division life science. The numbers correspond to the way the educational goals and student learning outcomes are numbered above.

<table>
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<tr>
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<tr>
<td>1. Competencies for Lifelong Intellectual Endeavor</td>
<td>3</td>
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<tr>
<td>2. Intellectual Attainments</td>
<td>1, 2, 4</td>
</tr>
<tr>
<td>4. Ethical Engagement</td>
<td>5</td>
</tr>
<tr>
<td>5. Integration and Application of Knowledge</td>
<td>6, 7</td>
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</table>

Course Expectations for Lower Division Laboratory Activity (B3) (0-1 unit):

1. The course must be lower division and open to all students. Courses that are numbered between 100 and 199 may not have prerequisites other than passage of EPT, ESLPT, ELM, or an exemption for one or more of these tests. Courses that are numbered between 200 and 299 may have a single prerequisite, but departments and programs must provide an adequate justification for that prerequisite. Typically, students should be eligible to enroll in lower division general education courses in their first year.

2. Courses satisfying the requirements for Area B3 will typically be associated with a lecture course in Area B1 or B2. They will ideally be embedded in the lecture course so that no additional units are added, but they may be a separate course with additional units. In the case of a separate laboratory course that is a companion to a lecture course in Area B1 or B2, the co- or prerequisite may be the corresponding lecture course.

3. The course syllabus must list the university-approved student learning outcomes for laboratory activity (B3) and link them to activities and/or assignments that students complete to demonstrate they have met the outcomes.

Student Learning Outcomes for Lower Division Laboratory Activity (B3) (0-1 unit): After completion of a lower division laboratory activity related to a course in Area B1 or B2, students will be able to:

1. apply appropriate methods of analysis to raw data;

2. carry out common laboratory procedures correctly and adhere to instructions on laboratory safety; recognize hazardous situations and act appropriately;

3. maintain a timely, comprehensive laboratory notebook, including outside research, with sufficient detail to permit repeatability of experiments and to recognize how seemingly minor
oversights can have serious consequences;

4. relate laboratory work to bigger questions in science and recognize the applicability of scientific principles to situations outside of the laboratory;

5. explain the scientific method, including concepts of hypothesis and experimental controls, and why objectivity is essential; and

6. apply critical thinking in the laboratory and recognize whether results and conclusions make sense.

Links between Educational Goals and Outcomes for Lower Division Lab Science

The student learning outcomes were developed in relationship to the “Educational Goals for the Baccalaureate at San Francisco State University.” The chart below illustrates that relationship for lower division lab science. The numbers correspond to the way the educational goals and student learning outcomes are numbered above.

<table>
<thead>
<tr>
<th>Educational Goals</th>
<th>Student Learning Outcomes for Lower Division Lab Science</th>
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<tbody>
<tr>
<td>1. Competencies for Lifelong Intellectual Endeavor</td>
<td>3</td>
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<tr>
<td>2. Intellectual Attainments</td>
<td>1, 2, 4</td>
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<tr>
<td>4. Ethical Engagement</td>
<td>5</td>
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<tr>
<td>5. Integration and Application of Knowledge</td>
<td>6, 7</td>
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Course Expectations for Lower Division Mathematics/Quantitative Reasoning (B4) (3 units):

1. The course must be lower division and open to all students who have passed or are exempt from the Entry Level Mathematics Examination (ELM).

2. The course must have an explicit intermediate algebra prerequisite (which could have been met before coming to San Francisco State University), and students shall develop skills and understanding beyond the level of intermediate algebra.

3. The course syllabus must list the university-approved student learning outcomes for Mathematics/Quantitative Reasoning (B4) and link them to activities and/or assignments that students complete to demonstrate they have met the outcomes.

4. The course must address problems, including possible ethical ones, caused by inappropriate and/or misleading applications of quantitative methods. Discussions should stress the importance of presenting information accurately, applying mathematical models or methods appropriately, respecting the rights and welfare of others when collecting or disseminating quantitative information, and/or presenting information in a manner suitable for those receiving
Student Learning Outcomes for Lower Division Mathematics/Quantitative Reasoning (B4) (3 units): After completion of a lower division general education course in mathematics/quantitative reasoning, students will be able to:

1. represent mathematical information symbolically, visually, numerically, and verbally;
2. interpret mathematical models such as formulae, graphs, tables, and schematics, and draw inferences from them;
3. interpret and draw conclusions from quantitative materials and use those materials to construct mathematical models;
4. demonstrate computational skills and use appropriate technology to carry out mathematical operations;
5. explain and apply mathematical concepts;
6. estimate and check answers to mathematical problems in order to determine reasonableness, identify alternatives, and select optimal results;
7. recognize inappropriate and/or misleading applications of quantitative methods; and
8. use arithmetical, algebraic, geometric and and/or statistical methods to solve problems.

Links between Educational Goals and Outcomes for Lower Division Mathematics/Quantitative Reasoning

The student learning outcomes were developed in relationship to the “Educational Goals for the Baccalaureate at San Francisco State University.” The chart below illustrates that relationship for lower division mathematics/quantitative reasoning. The numbers correspond to the way the educational goals and student learning outcomes are numbered above.

<table>
<thead>
<tr>
<th>Educational Goals</th>
<th>Student Learning Outcomes for Lower Division Mathematics/Quantitative Reasoning</th>
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<tbody>
<tr>
<td>1. Competencies for Lifelong Intellectual Endeavor</td>
<td>1, 2, 3, 4</td>
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<tr>
<td>2. Intellectual Attainments</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>4. Ethical Engagement</td>
<td>7</td>
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<tr>
<td>5. Integration and Application of Knowledge</td>
<td>8</td>
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</table>
Lower Division Arts and Humanities (Area C)

Students take a minimum of 9 units, including one course from Area C1, one from Area C2, and a third from either Area C1 or C3.

Course Expectations for Lower Division Arts (C1 and one option for C3) (3 units):

1. The course must be lower division and open to all students. Courses that are numbered between 100 and 199 may not have prerequisites other than passage of EPT, ESLPT, ELM, or an exemption for one or more of these tests. Courses that are numbered between 200 and 299 may have a single prerequisite, but departments and programs must provide an adequate justification for that prerequisite. Typically, students should be eligible to enroll in lower division general education courses in their first year.

2. The course syllabus must list the university-approved student learning outcomes for arts (C1) and link them to activities and/or assignments that students complete to demonstrate they have met the outcomes.

Student Learning Outcomes for Lower Division Arts (C1 and one option for C3) (3 units): After completion of a lower division general education course in arts, students will be able to:

1. appreciate and reflect on specific ways of knowing the world involved in the creation, interpretation, and evaluation of artistic works and performances;
2. evaluate information from a variety of sources and use that information to articulate well-reasoned responses to artistic concerns;
3. appreciate diverse artistic expressions;
4. describe ethical issues arising out of artistic expressions, which may include those related to social justice, and may have implications for local and/or global communities;
5. identify local and/or global cultural, historical, and sociopolitical contexts for artistic expressions; and
6. articulate the relevance of artistic expressions to their lives.
Links between Educational Goals and Outcomes for Lower Division Arts

The student learning outcomes were developed in relationship to the “Educational Goals for the Baccalaureate at San Francisco State University.” The chart below illustrates that relationship for lower division arts. The numbers correspond to the way the educational goals and student learning outcomes are numbered above.

<table>
<thead>
<tr>
<th>Educational Goals</th>
<th>Student Learning Outcomes for Lower Division Arts</th>
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<tbody>
<tr>
<td>1. Competencies for Lifelong Intellectual Endeavor</td>
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<tr>
<td>2. Intellectual Attainments</td>
<td>1</td>
</tr>
<tr>
<td>3. Appreciation of Diversity</td>
<td>3</td>
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<tr>
<td>4. Ethical Engagement</td>
<td>4</td>
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<tr>
<td>5. Integration and Application of Knowledge</td>
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</table>

Course Expectations for Lower Division Humanities: Literature (C2) (3 units):

1. The course must be lower division and open to all students. Courses that are numbered between 100 and 199 may not have prerequisites other than passage of EPT, ESLPT, ELM, or an exemption for one or more of these tests. Courses that are numbered between 200 and 299 may have a single prerequisite, but departments and programs must provide an adequate justification for that prerequisite. Typically, students should be eligible to enroll in lower division general education courses in their first year.

2. Courses must include literary texts that differ in form and style, as well as reflect diverse human experiences and perspectives. Courses may also include other kinds of texts and materials that help to inform the analysis and interpretation of literature.

3. The course syllabus must list the university-approved student learning outcomes for literature (C2) and link them to activities and/or assignments that students complete to demonstrate they have met the outcomes.

Student Learning Outcomes for Lower Division Humanities: Literature (C2) (3 units): After completion of a lower division general education course in literature, students will be able to:

1. use humanistic methods of inquiry, analysis, and interpretation to explore the meanings and purposes of expressive forms, cultural traditions, belief systems, or communicative practices, and to grapple with topics of enduring importance such as imagination’s power to enlarge and invigorate experience, how and why cultural traditions change, the nature of what philosophers term “the good life,” and the formation of individual and group identity through social interaction;
2. recognize what counts as textual evidence and pertinent biographical, historical, cultural, and other kinds of information to support well-reasoned claims about the discursive features, purposes, and meanings of literature;

3. appreciate various literary forms and styles as well as literature that reflects diverse human experiences and perspectives;

4. identify ethical themes or dilemmas that arise in literary works, which may relate to demands for social justice and which may have implications for local and/or global communities;

5. situate works of literature in the local and/or global cultural, historical, and sociopolitical contexts in which they were produced; and

6. articulate the relevance of literature and literary studies to their lives.

**Links between Educational Goals and Outcomes for Lower Division Humanities: Literature**

The student learning outcomes were developed in relationship to the “Educational Goals for the Baccalaureate at San Francisco State University.” The chart below illustrates that relationship for lower division humanities: literature. The numbers correspond to the way the educational goals and student learning outcomes are numbered above.

<table>
<thead>
<tr>
<th>Educational Goals</th>
<th>Student Learning Outcomes for Lower Division Humanities: Literature</th>
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<tbody>
<tr>
<td>1. Competencies for Lifelong Intellectual Endeavor</td>
<td>2</td>
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<tr>
<td>2. Intellectual Attainments</td>
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<tr>
<td>3. Appreciation of Diversity</td>
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<td>4. Ethical Engagement</td>
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<tr>
<td>5. Integration and Application of Knowledge</td>
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</table>

**Course Expectations for Lower Division Humanities (one option for C3; see course expectations for C1 for another option for completing C3) (3 units):**

1. The course must be lower division and open to all students. Courses that are numbered between 100 and 199 may not have prerequisites other than passage of EPT, ESLPT, ELM, or an exemption for one or more of these tests. Courses that are numbered between 200 and 299 may have a single prerequisite, but departments and programs must provide an adequate justification for that prerequisite. Typically, students should be eligible to enroll in lower division general education courses in their first year.

2. The course syllabus must list the university-approved student learning outcomes for humanities (Area C3 for Humanities) and link them to activities and/or assignments that students complete.
to demonstrate they have met the outcomes.

Student Learning Outcomes for Lower Division Humanities (one option for C3; see course expectations for C1 for another option for completing C3) (3 units): After completion of a lower division general education course in humanities, students will be able to:

1. understand how humanistic methods of inquiry, analysis, and interpretation are used to produce and contest knowledge claims about expressive forms, cultural traditions, belief systems, or communicative practices while encouraging reflection on big ideas such as the nature of the good life, how and why cultural traditions change, and the power of imagination to enlarge and invigorate experience;

2. evaluate information from a variety of sources and use this information to formulate well-reasoned responses to major ideas, concerns, and/or debates that animate humanistic study;

3. appreciate diverse expressive forms, cultural traditions, belief systems, or communicative practices;

4. identify ethical issues that arise in expressive forms, cultural traditions, belief systems, or communicative practices, particularly in relation to demands for social justice and in terms of their implications for local and/or global communities;

5. situate expressive forms, cultural traditions, belief systems, or communicative practices in the local and/or global cultural, historical, and sociopolitical contexts in which they were produced; and

6. articulate the relevance to their own lives of expressive forms, cultural traditions, belief systems, or communicative practices.

Links between Educational Goals and Outcomes for Lower Division Humanities

The student learning outcomes were developed in relationship to the “Educational Goals for the Baccalaureate at San Francisco State University.” The chart below illustrates that relationship for lower division humanities. The numbers correspond to the way the educational goals and student learning outcomes are numbered above.

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<th>Educational Goals</th>
<th>Student Learning Outcomes for Lower Division Humanities</th>
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<tr>
<td>1. Competencies for Lifelong Intellectual Endeavor</td>
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<td>2. Intellectual Attainments</td>
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<td>3. Appreciation of Diversity</td>
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<tr>
<td>4. Ethical Engagement</td>
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<tr>
<td>5. Integration and Application of Knowledge</td>
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</table>
Lower Division Social Sciences (Area D)

Students take a minimum of 9 units, including one course from Area D1, Area D2, and Area D3.

Course Expectations for Lower Division Social Sciences (D1) (3 units):

1. The course must be lower division and open to all students. Courses that are numbered between 100 and 199 may not have prerequisites other than passage of EPT, ESLPT, ELM, or an exemption for one or more of these tests. Courses that are numbered between 200 and 299 may have a single prerequisite, but departments and programs must provide an adequate justification for that prerequisite. Typically, students should be eligible to enroll in lower division general education courses in their first year.

2. The course syllabus must list the university-approved student learning outcomes for social sciences (D1) and link them to activities and/or assignments that students complete to demonstrate they have met the outcomes.

Student Learning Outcomes for Lower Division Social Sciences (D1) (3 units): After completion of a lower division general education course in social sciences, students will be able to:

1. understand how the methods of inquiry and analysis characteristic of one or more of the behavioral and social sciences are used to produce and contest knowledge claims about large-scale issues and questions related to human behavior, socially constructed identities, institutions, economic, political, or social systems, or human societies within and/or across cultures and civilizations;

2. evaluate information from a variety of sources and use this information to formulate well-reasoned responses to major ideas, concerns, and debates in the social sciences;

3. appreciate diversity in human behavior, socially constructed identities, institutions, economic, political, or social systems, and human societies within and/or across cultures and civilizations;

4. identify potential ethical issues related to social scientific research and application, including effects of those issues on research practices and evaluation, individuals, society, and the environment, and where appropriate, implications for social justice and the well-being of local and/or global communities;

5. situate human behavior and social systems in the local and/or global, cultural, historical, and sociopolitical contexts in which they occur; and

6. articulate the relevance of social science theories and research to their lives.
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Links between Educational Goals and Outcomes for Lower Division Social Sciences

The student learning outcomes were developed in relationship to the “Educational Goals for the Baccalaureate at San Francisco State University.” The chart below illustrates that relationship for lower division social sciences. The numbers correspond to the way the educational goals and student learning outcomes are numbered above.

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<td>5. Integration and Application of Knowledge</td>
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</table>

Course Expectations for Lower Division Social Sciences: US History (D2) (3 units):

1. The course must be lower division and open to all students. Courses that are numbered between 100 and 199 may not have prerequisites other than passage of EPT, ESLPT, ELM, or an exemption for one or more of these tests. Courses that are numbered between 200 and 299 may have a single prerequisite, but departments and programs must provide an adequate justification for that prerequisite. Typically, students should be eligible to enroll in lower division general education courses in their first year.

2. As mandated by CSU Executive Order 405, the US History component of the American Institutions requirement may be met either by examination (AP, CLEP, or SF State competency exam) or by taking a course meeting the following content requirements and their corresponding student learning outcomes. All courses approved for the US History requirement must cover:
   - significant events occurring in the entire area now included in the United States of America during a period of “a minimum time space of approximately 100 years,” including the relationships among regions within that area and with external regions and states;
   - the role of major ethnic and social groups in such events and the contexts in which the events have occurred, with attention to the multiple heritages of US culture, including Native American peoples and cultures;
   - the events presented within a framework which illustrates the continuity of American experience and its derivation from other cultures including consideration of three or more of the following: politics, economics, social movements, and geography; and
   - basic American values and ideals, including freedom; equality of opportunity, equality before the law, equality of moral regard for each other; and social fairness.
3. The course syllabus must list the university-approved student learning outcomes for US history (D2) and link them to activities and/or assignments that students complete to demonstrate they have met the outcomes.

**Student Learning Outcomes for Lower Division Social Sciences: US History (D2) (3 units):** After completion of a lower division general education course in US History, students will be able to:

1. understand the interaction and evolution of economic, political, social and cultural processes in the development of the United States;

2. evaluate information from a variety of sources and use this information to formulate well-reasoned responses to major ideas, concerns, and debates in the study of US history;

3. describe the role of major ethnic and social groups in such events and the contexts in which the events have occurred, with attention to the multiple heritages of US culture;

4. identify and appreciate ethical issues related to US history and its study and interpretation, including the treatment of the diversity of American peoples and cultures;

5. situate significant historical events, across “a minimum time space of approximately 100 years,” in their cultural and sociopolitical contexts within and beyond the US; and

6. articulate the relevance of events in US history to their own lives.

**Links between Educational Goals and Outcomes for Lower Division Social Sciences: US History**

The student learning outcomes were developed in relationship to the “Educational Goals for the Baccalaureate at San Francisco State University.” The chart below illustrates that relationship for lower division social sciences: US history. The numbers correspond to the way the educational goals and student learning outcomes are numbered above.

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<td>5. Integration and Application of Knowledge</td>
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</table>
Course Expectations for Lower Division Social Sciences: US and California Government (D3) (3 units):

1. The course must be lower division and open to all students. Courses that are numbered between 100 and 199 may not have prerequisites other than passage of EPT, ESLPT, ELM, or an exemption for one or more of these tests. Courses that are numbered between 200 and 299 may have a single prerequisite, but departments and programs must provide an adequate justification for that prerequisite. Typically, students should be eligible to enroll in lower division general education courses in their first year.

2. As mandated by CSU Executive Order 405, the US and California Government component of the American Institutions requirement may be met either by examination (AP, CLEP, or San Francisco State University competency exam) or by taking a course meeting the following content requirements and their corresponding student learning outcomes. All courses approved for the US and California Government requirement must cover:
   - the political philosophies of the framers of the Constitution and the nature and operation of United States political institutions and processes under that Constitution as amended and interpreted;
   - basic concepts in political theory such as power and influence; political structure and process; government, its legitimacy and authority; and their application to understanding the US system, particularly the roles of law and the Constitution and the relationship between the two;
   - the rights and obligations of citizens established under the Constitution, in the context of basic American values and ideals, including freedom and self-reliance; equality; social fairness; democracy, including issues of participation and minority rights;
   - 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
   - contemporary relationships of State and local government, the resolution of conflicts and the establishment of cooperative processes under the constitutions of both the State and Nation, and the political processes involved.

3. The course syllabus must list the university-approved student learning outcomes for US and CA Government (D3) and link them to activities and/or assignments that students complete to demonstrate they have met the outcomes.

Student Learning Outcomes for Lower Division Social Sciences: US and CA Government (D3) (3 units): After completion of a lower division general education course in US and CA Government, students will be able to:

1. understand US and California political institutions and practices, including governmental structures and federal and state constitutions, and their history and development;

2. evaluate information from a variety of sources and use this information to formulate well-reasoned responses to major issues of governance as they affect the US and California;
3. appreciate the contributions of diverse peoples and cultures to our political processes and a constitutional system which protects minority rights; be able to engage in informed, civil discourse with persons different from themselves in intellectual and cultural outlook;

4. identify the rights and responsibilities of citizenship, including the importance of participation in the political process, and other ethical issues that arise in relation to US and California political institutions and practices;

5. situate US and California political institutions and practices in the local and/or global cultural, historical, and sociopolitical contexts in which they occur within and beyond the US; and

6. articulate the relevance of US and California political institutions and practices to their own lives.

Links between Educational Goals and Outcomes for Lower Division Social Sciences: US and CA Government

The student learning outcomes were developed in relationship to the “Educational Goals for the Baccalaureate at San Francisco State University.” The chart below illustrates that relationship for lower division social sciences: US and CA government. The numbers correspond to the way the educational goals and student learning outcomes are numbered above.

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Lifelong Learning and Self-Development (LLD) (Area E) (Overlay 0-3 units)

The GRTF is recommending that Lifelong Learning and Self Development (LLD) (Area E in E.O. 1033) be fulfilled as an overlay. Overlay courses are courses that meet more than one requirement and thus they may be completed without taking additional units, if they are taken to fulfill other requirements. Students may complete more than one overlay with a single course, if that course has been approved as meeting more than one overlay. Any course (one in general education, a major, a minor, a certificate, complementary studies, or an elective) that is designated as a LLD course meet that requirement.
Course Expectations for Lifelong Learning and Self-Development (overlay):

1. The course may be a lower or upper division course, with or without prerequisites, a transfer course or a course taken in residence, and it may be anywhere in the curriculum (e.g., GE, major, minor, certificate, electives, etc.). Each student earning a baccalaureate degree from San Francisco State University is required to complete at least one Lifelong Learning and Self-Development class.

2. Course syllabi must include the university approved student learning outcomes for Lifelong Learning and Self-Development (LLD) and link them to activities and/or assignments that students complete to demonstrate they have met the outcomes.

3. Assignments that correspond to the assignment expectations stated below.

4. Readings for the course should encourage students to reflect on themselves as integrated physiological, social, psychological, and aesthetic beings.

5. At least one assignment will have students identify and actively engage in a change that is conducive to individual well-being or self-development.

6. At least one of the assignments shall involve developing a plan for acquiring information, including library resources; evaluating information, including distinguishing scholarly/non-scholarly information and primary/secondary sources; and properly using and citing the information in assignments.

Student Learning Outcomes for Lifelong Learning and Self-Development (overlay): After completion of a course designated as fulfilling the Lifelong Learning and Self-Development requirement, students will be able to:

1. read and evaluate resources about the self as an integrated physiological, social, and psychological being across the life span;

2. utilize a plan for acquiring information, including library resources; evaluating information, including distinguishing scholarly/non-scholarly information and primary/secondary sources; and properly using and citing the information in assignments;

3. articulate how they are an integrated physiological, social, and psychological being; and

4. identify actions they can take which are conducive to individual well-being and self-development.
Links between Educational Goals and Outcomes for Lifelong Learning and Self-Development

The student learning outcomes were developed in relationship to the “Educational Goals for the Baccalaureate at San Francisco State University.” The chart below illustrates that relationship for lifelong learning and self-development. The numbers correspond to the way the educational goals and student learning outcomes are numbered above.

<table>
<thead>
<tr>
<th>Educational Goals</th>
<th>Student Learning Outcomes for Lifelong Learning and Self-Development</th>
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<tbody>
<tr>
<td>1. Competencies for Lifelong Intellectual Endeavor</td>
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<tr>
<td>2. Intellectual Attainments</td>
<td>1, 3</td>
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<tr>
<td>5. Integration and Application of Knowledge</td>
<td>3, 4</td>
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Upper Division General Education

All students must complete a total of nine units with one course in each of the following CSU-mandated groupings of domains of knowledge and inquiry: (1) Upper Division Physical and/or Life Sciences (Area UD – B), (2) Upper Division Arts and/or Humanities (Area UD – C), and (3) Upper Division Social Sciences (Area UD – D). These subject designations come from Executive Order 1033, “CSU General Education Breadth Requirements,” which governs general education requirements in the California State University system. We interpret the subject area distinctions of EO 1033 as domains of knowledge with distinct methods of inquiry rather than categories that can be defined by college, department, or program designations. Courses that meet the student learning outcomes identified for an area will be approved for that area, regardless of the disciplinary designation of the unit originating the proposal.

There are three options for students to complete the Upper Division General Education Requirement: Integrated Studies, Study Abroad, and Topical Perspectives. Details about each of these options appear in the section below titled “Three Options for Completing Upper Division General Education,” but immediately following is a list of course expectations and student learning outcomes, which pertain to all three options.

Upper Division Physical and/or Life Science (Area UD – B)

Course Expectations for Upper Division Physical and/or Life Science (3 units):

1. The course must be open to all students, regardless of major, who meet the prerequisites. Students shall not be held to prerequisites that are not specified in the current online University
Prerequisites must not unduly restrict access and are restricted to upper division standing or one of the following:
- lower division general education course(s);
- other upper division general education courses when the courses are sequenced;
- individual course placement tests;
- generic course prerequisites (e.g., a psychology course, a biology course, a history course and so forth); or
- equivalents to the above.

2. At least one of the assignments shall involve (a) utilizing a plan for acquiring and recording information employing advanced search strategies to examine a wide variety of potential sources, including library resources; (b) articulating and applying advanced criteria in evaluating information and sources, including distinguishing scholarly/non-scholarly information and primary/secondary sources; (c) properly using and citing the information in assignments; and (d) formulating arguments and/or theories supported by information from multiple sources.

3. The course syllabus must include references to assignments that are described above as part of the course expectations.

4. The course syllabus must list the university-approved student learning outcomes for upper division physical and/or life science and link them to activities and/or assignments that students complete to demonstrate they have met the outcomes.

**Student Learning Outcomes for Upper Division Physical and/or Life Science (3 units):** After completion of an upper division general education course in physical and/or life sciences, students will be able to:

1. apply scientific methods of inquiry and analysis (including hypothesis testing, systematic and reproducible observations, and the analysis of measurable data) to the physical universe, including either living or nonliving systems;

2. articulate how scientific theories and practices come to be accepted, contested, changed, or abandoned by the scientific community;

3. evaluate the quality of scientific information and claims on the basis of their source and the methods used to generate the information or claims;

4. construct coherent and sound arguments with support from multiple sources, including library resources and proper citations, to support or contest a scientific theory;

5. analyze ethical dilemmas and choices that arise out of scientific research, discoveries, and applications;

6. analyze personal or social issues that can be addressed using scientific theories and research; and
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7. show how scientific knowledge can be applied to their own lives and to ways in which they could contribute purposefully to the well-being of their local communities, their nations, and the people of the world; to social justice; and/or to the sustainability of the natural environment.

Links between Educational Goals and Outcomes for Upper Division Physical and/or Life Science

The student learning outcomes were developed in relationship to the “Educational Goals for the Baccalaureate at San Francisco State University.” The chart below illustrates that relationship for upper division physical and/or life science. The numbers correspond to the way the educational goals and student learning outcomes are numbered above.

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<tr>
<td>1. Competencies for Lifelong Intellectual Endeavor</td>
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<td>2. Intellectual Attainments</td>
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<td>4. Ethical Engagement</td>
<td>5</td>
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<tr>
<td>5. Integration and Application of Knowledge</td>
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Upper Division Arts and/or Humanities (Area UD – C)

Course Expectations for Upper Division Arts and/or Humanities (3 units):

1. The course must be open to all students, regardless of major, who meet the prerequisites. Students shall not be held to prerequisites that are not specified in the current online University Bulletin. Prerequisites must not unduly restrict access and are restricted to upper division standing or one of the following:
   - lower division general education course(s);
   - other upper division general education courses when the courses are sequenced;
   - individual course placement tests;
   - generic course prerequisites (e.g., a psychology course, a biology course, a history course and so forth); or
   - equivalents to the above.

2. At least one of the assignments shall involve (a) utilizing a plan for acquiring and recording information employing advanced search strategies to examine a wide variety potential sources, including library resources; (b) articulating and applying advanced criteria in evaluating information and sources, including distinguishing scholarly/non-scholarly information and primary/secondary sources; (c) properly using and citing the information in assignments; and (d) formulating arguments and/or theories supported by information from multiple sources.
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3. The course syllabus must include references to assignments that are described above as part of the course expectations.

4. The course syllabus must list the university-approved student learning outcomes for upper division arts and humanities and link them to activities and/or assignments that students complete to demonstrate they have met the outcomes.

Student Learning Outcomes for Upper Division Arts and/or Humanities (3 units): After completion of an upper division general education course in arts and/or humanities, students will be able to:

1. apply artistic or humanistic methods of inquiry and analysis (including creation, interpretation, and evaluation) to study aesthetic experiences, expressive forms, belief systems, or communicative practices and relate them to the social and cultural contexts in which they are rooted;

2. articulate how theories and practices in the arts and/or humanities come to be accepted, contested, changed, or abandoned by the scholarly or artistic communities;

3. evaluate the quality of information, claims, expressions, and interpretations;

4. construct coherent and sound arguments with support from multiple sources, including library resources and proper citations, that communicate what students have discovered;

5. analyze social issues as well as ethical dilemmas and choices that arise out of artistic or humanistic research, discoveries, and applications; and

6. analyze multiple forms and variations of human diversity found in aesthetic experiences, expressive forms, belief systems, or communicative practices, and apply that knowledge to their own lives and to ways in which they could contribute purposefully to the well-being of their local communities, their nations, and the people of the world; to social justice; and/or to the sustainability of the natural environment.

Links between Educational Goals and Outcomes for Upper Division Arts and/or Humanities

The student learning outcomes were developed in relationship to the “Educational Goals for the Baccalaureate at San Francisco State University.” The chart below illustrates that relationship for upper division arts and/or humanities. The numbers correspond to the way the educational goals and student learning outcomes are numbered above.
Educational Goals | Student Learning Outcomes for Upper Division Arts and/or Humanities
---|---
1. Competencies for Lifelong Intellectual Endeavor | 3, 4
2. Intellectual Attainments | 1, 2
3. Appreciation of Diversity | 6
4. Ethical Engagement | 5
5. Integration and Application of Knowledge | 6

Upper Division Social Sciences (Area UD – D)

Course Expectations for Upper Division Social Sciences (3 units):

1. The course must be open to all students, regardless of major, who meet the prerequisites. Students shall not be held to prerequisites that are not specified in the current online University Bulletin. Prerequisites must not unduly restrict access and are restricted to upper division standing or one of the following:
   - lower division general education course(s);
   - other upper division general education courses when the courses are sequenced;
   - individual course placement tests;
   - generic course prerequisites (e.g., a psychology course, a biology course, a history course and so forth); or
   - equivalents to the above.

2. At least one of the assignments shall involve (a) utilizing a plan for acquiring and recording information employing advanced search strategies to examine a wide variety of potential sources, including library resources; (b) articulating and applying advanced criteria in evaluating information and sources, including distinguishing scholarly/non-scholarly information and primary/secondary sources; (c) properly using and citing the information in assignments; and (d) formulating arguments and/or theories supported by information from multiple sources.

3. The course syllabus must include references to assignments that are described above as part of the course expectations.

4. The course syllabus must list the university-approved student learning outcomes for upper division social science and link them to activities and/or assignments that students complete to demonstrate they have met the outcomes.
Student Learning Outcomes for Upper Division Social Sciences (3 units): After completion of an upper division general education course in social sciences, students will be able to:

1. apply the methods of inquiry and analysis characteristic of one or more of the behavioral and social science disciplines to the study of human behavior, institutions, or socio-economic systems as related to the appropriate economic, ethnic, geographic, historical, political, social, or cultural contexts;

2. articulate how theories and practices in one or more of the behavioral and social science disciplines come to be accepted, contested, changed, or abandoned by the scholarly community;

3. evaluate the quality of behavioral and social scientific information and claims on the basis of their sources and the methods used to generate that information;

4. construct coherent and sound arguments with support from multiple sources, including library resources and proper citations, that communicate what students have discovered;

5. analyze economic, political, social, or cultural issues as well as ethical dilemmas and choices that arise out of behavioral or social scientific research, discoveries, and applications; and

6. analyze issues of equity and discrimination related to human behavior or to economic, political, social, or cultural institutions or systems, in the present or in the past, and, as appropriate, apply that knowledge to their own lives and to ways in which they could contribute purposefully to the well-being of their local communities, their nations, and the people of the world; to social justice; and/or to the sustainability of the natural environment.

Links between Educational Goals and Outcomes for Upper Division Social Sciences

The student learning outcomes were developed in relationship to the “Educational Goals for the Baccalaureate at San Francisco State University.” The chart below illustrates that relationship for upper division social sciences. The numbers correspond to the way the educational goals and student learning outcomes are numbered above.

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The diagram outlines the proposed general education options for upper division courses. It includes three options:

**Option 1: Topics Perspectives (9 units)**
- Enduring Ideas, Values, and Achievements
- Ethical Reasoning and Action
- Human Diversity
- Environmental Interconnections
- Creativity, Innovation, and Invention

**Option 2: Integrated Study (9 units)**
- A minimum of three courses, with at least five units taken abroad, plus a one-unit integration course.

**Option 3: Study Abroad (9 units)**
- Three courses that have been designed by a faculty team into a coherent, integrative program of study.

The program as a whole must integrate the following groupings of Knowledge and Inquiry:
1. Physical and/or Life Sciences
2. Arts and/or Humanities
3. Social Sciences

This diagram is crucial for understanding the diverse educational requirements and options for upper division courses.
Three Options for Completing Upper Division General Education

All students must complete a total of nine units with one course in each of the following CSU-mandated groupings of domains of knowledge and inquiry: (1) physical and/or life sciences, (2) arts and/or humanities, and (3) social sciences. There are three options for students to complete the Upper Division General Education Requirement: Topical Perspectives, Integrated Studies, and Study Abroad. Figure 1 provides a visual representation of these options.

Topical Perspectives Option
(9 units minimum; must be taken in residence at San Francisco State University)

Students who complete the upper division general education requirement through the Topical Perspectives Option choose one of the following nine topics that best suits their intellectual interests and academic goals:

1. Creativity, Innovation, and Invention
2. Enduring Ideas, Values, and Achievements
3. Environmental Interconnections
4. Ethical Reasoning and Action
5. Human Diversity
6. Life in the San Francisco Bay Area and/or California
7. Personal and Community Well-Being
8. Social Justice and Civic Knowledge/Engagement
9. World Perspectives

The topical perspectives are rooted in the educational goals for baccalaureate degrees at San Francisco State University. Each topical perspective requires three courses related to that topic, with one course in each of the following groupings of domains of knowledge and inquiry: (1) physical and/or life sciences, (2) arts and/or humanities, and (3) social sciences. Faculty teaching an upper division general education course from one of these domains (e.g. sciences, arts, humanities, or social sciences), are encouraged to draw connections to the others as appropriate. Each course will be designed to meet seven student learning outcomes, one for the specific topical perspective and six for the designated domain of knowledge and inquiry. A single course may be in more than one topical perspective, if it meets the course expectations and student learning outcomes for each topical perspectives. A few examples of the kinds of subjects that might be examined in a particular topical perspective are given; the examples are meant to be illustrative, not exhaustive.

Creativity, Innovation, and Invention

Topical Course Expectations: Students will explore significant acts of creativity, innovation, and/or invention along with the processes that lead to them and their consequences. Some courses may provide an opportunity for students to apply their knowledge through one or more creative media, modes
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of expression, or methods of discovery. Courses might address, but are not limited to, such subjects as principles and models that give rise to scientific and technological breakthroughs; the origins and nature of artistic or literary creativity; social/political experiments; creative resistance and transformation; historical, social, cultural, and economic forces that influence creativity and invention; creativity and invention during periods of censorship or in societies that discourage free thought and expression; and the impact on societies, cultural traditions, or environmental factors of major innovations in various fields of human endeavor. (Courses must also meet the course expectations for upper division general education courses indicated earlier.)

Student Learning Outcomes: After successfully completing the Creativity, Innovation, and Invention topic courses, students will be able to:

- analyze significant acts of creativity, innovation, and/or invention in terms of the processes that contribute to their emergence and the impact they can have on society and cultural traditions; and
- meet the student learning outcomes for upper division general education courses in the three designated domains of knowledge and inquiry: (1) physical and/or life sciences, (2) arts and/or humanities, and (3) social sciences.

Enduring Ideas, Values, and Achievements

Topical Course Expectations: Students will clarify and deepen their understanding of what unites human beings—despite cultural difference and geographical distance—from ancient to contemporary times. Courses might address, but are not limited to, such subjects as human beings’ sense of connection to spiritual or transcendent forces, the relationship between the natural world and humankind, kinship and community bonds, the games people play, the transformation of experience into art, stories taking the form of quests or tragedies, the nature and implications of the distinctively human capacity for language, notions of identity and agency, democratic values, the development and character of cities, and technological advancement. (Courses must also meet the course expectations for upper division general education courses indicated earlier.)

Student Learning Outcomes: After successfully completing the Enduring Ideas, Values, and Achievements topic courses, students will be able to:

- discern and assess important, abiding aspects of human nature and the complex cultural legacy they have inherited from many sources, and they should be able to draw meaningful connections between the subjects explored and their own experiences, beliefs, values, and goals as individuals and members of communities; and
- meet the student learning outcomes for upper division general education courses in the three designated domains of knowledge and inquiry: (1) physical and/or life sciences, (2) arts and/or humanities, and (3) social sciences.
Environmental Interconnections

**Topical Course Expectations:** Students will examine interconnections among humans and other aspects of the natural world. Courses might address, but are not limited to, such subjects as environmental influences on human experiences, abuse and restoration of the environment, bioethics, ecosystems, environmental stability and change, sustainable designs and processes in a global world, environmental racism and justice, environmental laws and policies, green business practices, ecotourism, global consequences of environmental crises, artistic or literary representations of human connections to the rest of the natural world, and environmental ethics. (Courses must also meet the course expectations for upper division general education courses indicated earlier.)

**Student Learning Outcomes:** After successfully completing the *Environmental Connections* courses, students will be able to:

- describe interconnections among humans and other aspects of the natural world, as well as their responsibility to work toward the sustainability of the natural environment, and as a result, increase the health and well-being of human societies; and
- meet the student learning outcomes for upper division general education courses in the three designated domains of knowledge and inquiry: (1) physical and/or life sciences, (2) arts and/or humanities, and (3) social sciences.

Ethical Reasoning and Action

**Topical Course Expectations:** Students will examine values that inform distinctions between right and wrong. Courses will explore the deliberative processes of ethically-minded people in situations where these distinctions are debated, contested, or unclear, and will foster an appreciation of the necessity of making individual or collective ethical choices, as well as the burdens often entailed in living with the consequences of such choices. Courses might address, but are not limited to, such subjects as ethical theory, human rights in the contemporary world, similarities and/or differences in ethical stances across communities, ethical issues in literature and the arts, feminist perspectives on ethics and morality, wartime political decisions, ethics and social policy, environmental ethics, freedom and social responsibility, ethical issues in health care, and the ethics of scientific or scholarly research. (Courses must also meet the course expectations for upper division general education courses indicated earlier.)

**Student Learning Outcomes:** After completing the *Ethical Reasoning and Action* topic courses, students will be able to:

- discern and analyze ethical issues, evaluate decisions and actions that have ethical implications, and reflect seriously on the motives of their conduct in the personal and public arenas; and
- meet the student learning outcomes for upper division general education courses in the three designated domains of knowledge and inquiry: (1) physical and/or life sciences, (2) arts and/or humanities, and (3) social sciences.
Human Diversity

Topical Course Expectations: Students will focus on multiple forms and variations of human diversity, from the physiological to the cultural, and will situate these in relation to time and place. Courses should encourage a respectful appreciation of differences among individuals and groups of people. Courses might address, but are not limited to, such subjects as variations in age, ability, ethnic and racial categorization, gender and sexual orientation, psychological makeup, religion, ideology, worldview and epistemological framework, custom and tradition, creative expression, socioeconomic status, and family and community organization. (Courses must also meet the course expectations for upper division general education courses indicated earlier.)

Student Learning Outcomes: After successfully completing the Human Diversity topic courses, students will be able to:

- contextualize multiple forms and variations of human diversity, within the United States and/or globally, and participate in informed, civil discourse with persons different from themselves, particularly in intellectual and cultural outlook; and
- meet the student learning outcomes for upper division general education courses in the three designated domains of knowledge and inquiry: (1) physical and/or life sciences, (2) arts and/or humanities, and (3) social sciences.

Life in the San Francisco Bay Area and/or California

Topical Course Expectations: Students will examine issues, natural phenomena, human achievements, lifestyles, etc., that contribute to defining the distinctive character of the San Francisco Bay Area and/or California. Courses might address, but are not limited to, such subjects as the physical environment and natural life, urban and other communities, neighborhoods, socio-cultural characteristics of different communities, immigration and globalism, cultural institutions, arts and literature, scientific and technological enterprise, regional history, government and politics, progressive or populist movements, and social activism. Since ours is a region inextricably linked—culturally, environmentally, and economically—to much of the world, many courses will connect local realities to national and/or global issues and phenomena. (Courses must also meet the course expectations for upper division general education courses indicated earlier.)

Student Learning Outcomes: After successfully completing the Life in the San Francisco Bay Area and/or California topic courses, students will be able to:

- identify and analyze aspects of life in the San Francisco Bay Area and/or California that contribute to the region’s distinctive character, appreciate the complex set of forces that have shaped opportunities for and challenges to the region’s inhabitants, and recognize how they can seize on opportunities to improve the quality of life in the region; and
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- meet the student learning outcomes for upper division general education courses in the three designated domains of knowledge and inquiry: (1) physical and/or life sciences, (2) arts and/or humanities, and (3) social sciences.

Personal and Community Well-Being

**Topical Course Expectations:** Students will acquire knowledge and skills needed to promote personal and community well-being for both current and future generations. Well-being includes emotional, psychological, intellectual, creative, spiritual, social, economic, physical, occupational, and environmental components. Courses might address, but are not limited to, such subjects as environmental sustainability, equitable interactions, philosophical and religious conceptions of the good life, the relationship between or interdependence of mind and body, nutrition and health, artistic and literary contributions to personal and societal well-being, environments that are fit habitations for human beings, community revitalization, and intellectual and emotional development across the life span. (Courses must also meet the course expectations for upper division general education courses indicated earlier.)

**Student Learning Outcomes:** After successfully completing the Personal and Community Well-Being courses, students will be able to:

- make informed choices that enhance the quality of life and health of themselves, others, and their communities; and
- meet the student learning outcomes for upper division general education courses in the three designated domains of knowledge and inquiry: (1) physical and/or life sciences, (2) arts and/or humanities, and (3) social sciences.

Social Justice and Civic Knowledge/Engagement

**Topical Course Expectations:** Students will explore their responsibility to work toward social justice and equity by contributing purposefully to the well-being of their local communities, their nations, and the people of the world. Courses might address, but are not limited to, such subjects as social power and privilege, characteristics and dynamics of systemic oppression, economic exploitation within societies and beyond their borders, the personal and social consequences of phenomena like racism or sexism, scientific and pseudoscientific accounts of racial or gender differences, art or literature that represents or resists social injustice, liberation movements and political strategies aimed at eradicating injustice, freedom of the press and civic knowledge/engagement, and community activism and advocacy. (Courses must also meet the course expectations for upper division general education courses indicated earlier.)

**Student Learning Outcomes:** After successfully completing the Social Justice and Civic Knowledge/Engagement courses, students will be able to:
• analyze the nature and dynamics of power and privilege, and articulate strategies for combating injustice and realizing positive social change; and
• meet the student learning outcomes for upper division general education courses in the three designated domains of knowledge and inquiry: (1) physical and/or life sciences, (2) arts and/or humanities, and (3) social sciences.

**World Perspectives**

**Topical Course Expectations:** Students will examine transnational issues and themes or those that are global in scope, and compare natural phenomena, behavior, social and political institutions and processes, or cultural traditions, in the present or the past, involving at least two nations, peoples, or world regions. Courses might address, but are not limited to, such subjects as global climate change, epidemics and pandemics, the worldwide impact of changes in information technology, international trade, comparative historical or political study of revolutions, international conflicts and resolutions, transnational exploitation and resistance, colonialism/post-colonialism, diasporas, immigrants and refugees, world religions, modern art and/or literature of the Americas, and comparative aesthetic styles and forms. (Courses must also meet the course expectations for upper division general education courses indicated earlier.)

**Student Learning Outcomes:** After successfully completing the *World Perspectives* topic courses, students will be able to:

• analyze transnational or global issues and themes; compare a range of phenomena involving at least two nations, peoples, or world regions; and develop an understanding of the interrelatedness of events, institutions, traditions, etc., in many parts of the world across time; and
• meet the student learning outcomes for upper division general education courses in the three designated domains of knowledge and inquiry: (1) physical and/or life sciences, (2) arts and/or humanities, and (3) social sciences.

**Integrated Studies Option**

(9 units minimum; must be taken in residence at San Francisco State University)

**Integrative Course Expectations:** Students must complete three courses that have been devised by a faculty team into a coherent, integrative program of study; one course in each of the following groupings of domains of knowledge and inquiry: (1) physical and/or life sciences, (2) arts and/or humanities, and (3) social sciences. In order to receive credit for the Upper Division General Education Requirement through the Integrated Studies Option, students must complete a minimum of 9 units on the same theme. (Courses must also meet the course expectations for upper division general education courses indicated earlier. Though the courses must be open to students from any major, the courses can be restricted to cohorts of students taking a particular set of integrated courses.)
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**Student Learning Outcomes:** After successfully completing the integrated studies upper division general education program, students will be able to:

- make connections among different types of knowledge and modes of inquiry across academic disciplines and among domains of knowledge and inquiry; and
- meet the student learning outcomes for upper division general education courses in the following domains of knowledge and inquiry: (1) physical and/or life sciences, (2) arts and/or humanities, and (3) social sciences.

**AU 401: Integrated Studies: Physical and/or Life Sciences**
* Units: (3-4)*
* Description: Physical and/or life science investigation of a selected topic that is integrated with study of an allied subject in the arts and/or humanities and the social sciences.

**AU 402: Integrated Studies: Arts and/or Humanities**
* Units: (3-4)*
* Description: Artistic and/or humanistic investigation of a selected topic that is integrated with study of an allied subject in the physical and/or life sciences and the social sciences.

**AU 403: Integrated Studies: Social Sciences**
* Units: (3-4)*
* Description: Social scientific investigation of a selected topic that is integrated with study of an allied subject in the physical and/or life sciences and the arts and/or humanities.

*The units of integrated studies may be more closely integrated or more interdisciplinary than is suggested by the three separate courses listed above, but the course of study should adhere to the spirit of providing the equivalent of at least three units in each of the following groupings of domains of knowledge and inquiry: (1) physical and/or life sciences, (2) arts and/or humanities, and (3) social sciences. The titles listed here are generic ones for thematically linked courses. The actual courses would have specific titles that correspond to the theme. Faculty teams would be responsible for developing courses that meet the student learning outcomes. Ordinarily, students should be able to complete the integrated studies option in three or fewer semesters. Faculty proposing integrated studies options must provide contingency plans for how students can complete the upper division general education requirement, if some unforeseen circumstance makes it impossible for them to complete an integrated studies program they have started. In the initial certification phase, the Initial Certification Committee will evaluate proposals for a set of integrated courses. After the initial phase, the Upper Division Certification Committee will conduct this evaluation (the process for review is described in the section titled, “Process for Approving Courses to Fulfill University-Wide Requirements”).*
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Study Abroad Option
(9 units minimum; must be taken in residence at either a CSU-approved Study Abroad institution or at San Francisco State University; must include AU 694 upon return from study abroad)

**Study Abroad Course Expectations:** Students must complete a minimum of three courses, which total at least eight semester units, with a minimum of five units taken in another nation in a CSU-approved Study Abroad program. Courses used to meet the upper division general education requirements through Study Abroad must be approved by a faculty advisor assigned by the Office of International Programs before a student leaves San Francisco State University. The three courses must be selected in the three CSU-mandated domains of knowledge and inquiry: (1) physical and/or life sciences, (2) arts and/or humanities, and (3) social sciences. One to three of the courses may be completed abroad, with any remaining course(s) being completed at San Francisco State University. All three courses should be conceptually linked to facilitate the final integrative project (AU 694). In addition to the three courses, students must complete the following one unit course: AU 694: Integrating Interdisciplinary Perspectives on Study Abroad.

For the study abroad program for upper division general education, courses should focus on the host nation [e.g., a course on the geology, flora and fauna, environment, or scientific research of that nation (science), a course on the arts and/or literatures of that nation (arts and humanities), or a course on the histories, geographies, economies, or politics of that nation (social science)]. San Francisco State University courses, taught on campus or elsewhere, should focus on the other nation, region, or continent where students have studied, and address relationships between that area and the United States, and/or on descendants from that area who are now in the United States (e.g., a San Francisco State University course in Asian American Studies on the experience of Chinese Americans as a complement to courses taken about China).

**Student Learning Outcomes:** After successfully completing the study abroad upper division general education program, students will be able to:

- make connections across academic disciplines and among domains of knowledge and inquiry as they relate to the host nation where the student studied, on relationships between that nation and the United States, and/or on descendants from that nation who are now in the United States; and
- meet the student learning outcomes for upper division general education courses in the following domains of knowledge and inquiry: (1) physical and/or life sciences, (2) arts and/or humanities, and (3) social sciences.
A U 694: Integrating Interdisciplinary Perspectives on Study Abroad
Units: (1)
Description: A culminating experience for students fulfilling the upper division general education requirement through Study Abroad. A student works with a faculty advisor to complete a paper of ten or more pages that integrates disciplinary perspectives gained from study abroad itself or from a combination of courses at San Francisco State University and the student's experiences while studying and living in a different nation.

Overlays: Course Expectations, Student Learning Outcomes, and Links to Goals

Students earning baccalaureate degrees from San Francisco State University must complete three overlay requirements in addition to the general education requirements required by the CSU: (1) American Ethnic and Racial Minorities (AERM), (2) Global Perspectives (GP), and (3) Social Justice (SJ). Overlay courses are courses that meet more than one requirement and thus they may be completed without taking additional units, if they are taken to fulfill other requirements. Students may complete more than one overlay with a single course, if that course has been approved as meeting more than one overlay. Any course (one in general education, a major, a minor, a certificate, complementary studies, or an elective) that is designated an AERM, GP, or SJ course may meet an overlay requirement. Courses that satisfy the overlay requirements must be a minimum of 3 units.

American Ethnic and Racial Minorities (AERM)

Recognizing that "race" is an historically and socially constructed category, American ethnic and racial minority populations are defined as those that are:

- excluded from the dominant majority community or culture;
- excluded from sustained influence on, access to, and participation in structures and institutions in the United States and the privilege of power deriving from such exclusions;
- identify with or see themselves as members of a distinct ethnic or racial minority group; and
- racialized as members of that (or another racialized) group and as such, have been systematically oppressed by the dominant society's institutions and ideologies.

Course Expectations for American Ethnic and Racial Minorities (overlay):

1. The course may be a lower or upper division course, with or without prerequisites, a transfer course or a course taken in residence, and it may be anywhere in the curriculum (e.g., GE, major, minor, certificate, electives, etc.). Each student earning a baccalaureate degree from San Francisco State University is required to complete at least one American Ethnic and Racial Minorities class.

2. Course syllabi must include the university approved student learning outcomes for American Ethnic and Racial Minorities (AERM) and link them to activities and/or assignments that students complete to demonstrate they have met the outcomes.
3. Assignments that correspond to the assignment expectations stated below.

4. Courses approved for the American Ethnic and Racial Minorities Requirement should:
   - present views of one or more groups of American Ethnic and Racial Minorities both from the perspective of the group and as an integral part of American society;
   - encourage the study of values, attitudes, behaviors and/or creative endeavors that acknowledge and respect the dignity of all groups; and
   - present a thorough analysis of the historical experiences, social stratification processes, political activism, basic cultural patterns, aesthetic experiences and/or ideologies, and include one or more of the oppressed groups of color: African Americans, American Indians, Asian Americans, Pacific Islander Americans, US Latinas/Latinos, South West Asian/North African Americans, and people of mixed racialized heritages.

**Student Learning Outcomes for American Ethnic and Racial Minorities (overlay):** After successfully completing a course designated as fulfilling the American Ethnic and Racial Minorities requirement, students will be capable of applying scholarship in the study of American Ethnic and Racial Minorities and will be able to do at least two of the following:

1. identify the historical, political, and/or cultural and aesthetic experiences and actions of one or more US ethnic/racial minority groups;

2. identify the value systems and/or styles of creative expression of one or more ethnic/racial minority groups of the United States;

3. develop social and cultural participation skills, decision-making abilities, and political awareness in order to be citizens in an ethnically and racially diverse nation; and

4. develop the understandings and behavioral competencies necessary for effective interpersonal and inter-ethnic group interactions such as the following:
   - recognizing the dynamics of racial hierarchies and power relations,
   - recognizing the dynamics of interpersonal interactions,
   - recognizing the problems of ethnic and racial minority stereotypes, and
   - recognizing the diversity of attitudes and values which are projected in verbal and nonverbal behavior.

**Links between Educational Goals and Outcomes for American Ethnic and Racial Minorities**

The student learning outcomes were developed in relationship to the “Educational Goals for the Baccalaureate at San Francisco State University.” The chart below illustrates that relationship for American Ethnic and Racial Minorities. The numbers correspond to the way the educational goals and student learning outcomes are numbered above.

<table>
<thead>
<tr>
<th>Educational Goals</th>
<th>Student Learning Outcomes for American Ethnic and Racial Minorities</th>
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<tbody>
<tr>
<td>3. Appreciation of Diversity</td>
<td>1, 2, 3, and/or 4</td>
</tr>
</tbody>
</table>
Global Perspectives (GP)

Course Expectations for Global Perspectives (overlay):

1. The course may be a lower or upper division course, with or without prerequisites, a transfer course or a course taken in residence, and it may be anywhere in the curriculum (e.g., GE, major, minor, certificate, electives, etc.). Each student earning a baccalaureate degree from San Francisco State University is required to complete at least one global perspectives class.

2. The course must examine topics that are global in scope (i.e., that involve different parts of the world), and must compare and contrast human experiences and perspectives, whether in the present or the past.

3. Any course taken in an approved CSU study-abroad program will automatically fulfill this requirement.

4. The course syllabus must list the university-approved student learning outcomes for global perspectives and link them to activities and/or assignments that students complete to demonstrate they have met the outcomes.

Student Learning Outcomes for Global Perspectives (overlay): After completion of a course designated as fulfilling the Global Perspective requirement, students will be able to:

1. recognize that one's view of the world is not universally shared and that others may have profoundly different perceptions;

2. analyze similarities and differences among human experiences and perspectives in different parts of the world and draw conclusions about the significance and consequences of these similarities and differences;

3. understand how the world's systems are interdependent and how local economic and social patterns have global impact beyond their effects on individual lives; and

4. describe factors that contribute to or threaten the well-being of individuals and/or communities in several areas of the world, or factors that did so in the past.
Links between Educational Goals and Outcomes for Global Perspectives

The student learning outcomes were developed in relationship to the “Educational Goals for the Baccalaureate at San Francisco State University.” The chart below illustrates that relationship for global perspectives. The numbers correspond to the way the educational goals and student learning outcomes are numbered above.

<table>
<thead>
<tr>
<th>Educational Goals</th>
<th>Student Learning Outcomes for Global Perspectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Appreciation of Diversity</td>
<td>1, 2</td>
</tr>
<tr>
<td>4. Ethical Engagement</td>
<td>4</td>
</tr>
<tr>
<td>5. Integration and Application</td>
<td>3, 4</td>
</tr>
</tbody>
</table>

Social Justice (SJ)

Course Expectations for Social Justice (overlay):

1. The course may be a lower or upper division course, with or without prerequisites, a transfer course or a course taken in residence, and it may be anywhere in the curriculum (e.g., GE, major, minor, certificate, electives, etc.). Each student earning a baccalaureate degree from San Francisco State University is required to complete at least one social justice class.

2. The course must address social constructions of identity, hierarchy, power, and privilege; community resistance and empowerment; and social justice. The social constructions may be related to variations among humans, including such factors as abilities, ages, cultures, genders, geographic locations, histories, immigration statuses, languages, national and ethnic identities, racializations, religions, sexualities, socio-economic classes.

3. The course syllabus must list the university-approved student learning outcomes for social justice and link them to activities and/or assignments that students complete to demonstrate they have met the outcomes.

Student Learning Outcomes for Social Justice (overlay): After completion of a course designated as fulfilling the Social Justice requirement, students will be able to:

1. analyze, articulate, and apply principles of social justice in addressing social constructions of identity, hierarchy, power, and privilege; and

2. identify ways in which they can contribute to social justice within local communities, nations, or the world.
Links between Educational Goals and Outcomes for Social Justice

The student learning outcomes were developed in relationship to the “Educational Goals for the Baccalaureate at San Francisco State University.” The chart below illustrates that relationship for social justice. The numbers correspond to the way the educational goals and student learning outcomes are numbered above.

<table>
<thead>
<tr>
<th>Educational Goals</th>
<th>Student Learning Outcomes for Social Justice</th>
</tr>
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<tbody>
<tr>
<td>4. Ethical Engagement</td>
<td>1, 2</td>
</tr>
</tbody>
</table>

Process for Approving Courses to Fulfill University-Wide Requirements

Currently, several committees oversee university-wide requirements for baccalaureate degrees: General Education Council, Segment I, Segment II: Science, Segment II: Arts and Humanities, Segment II: Behavioral and Social Science, Segment III, LLD, AERM, and American Institutions. The Graduation Requirements Task Force embraces the recommendation it received from the General Education Council that the current committee structure be replaced with two different committee structures (1) for the initial certification of courses in the new program and (2) for the ongoing revision and updating of the new program. Both committee structures will be overseen by the Baccalaureate Requirements Committee. The committee structures and the related processes for course review are described below.

Baccalaureate Requirements Committee (BRC)

1. **Committee Charge:** The Baccalaureate Requirements Committee (BRC) will be responsible for developing, reviewing, recommending, and publicizing the policies, principles and procedures, and guidelines that govern university-wide requirements for baccalaureate degrees. The BRC will respond to and initiate adjustments in program principles, course expectations, student learning outcomes, and the program curriculum as changing times and needs indicate. The BRC will submit its decisions and recommendations to the Academic Senate, the Provost, and the Dean of Undergraduate Studies. Upon final approval, the Dean of Undergraduate Studies, in cooperation with the BRC, will facilitate the implementation of program policies, procedures, guidelines, and agreed upon curricular adjustments and will ensure that all areas within university-wide baccalaureate degree requirements are responsibly and adequately represented. Members of the BRC will:
   - review all policies, procedures, reviews, approvals, implementations and disseminations related to university-wide baccalaureate degree requirements;
   - recommend changes in policies related to university-wide baccalaureate degree requirements to the Academic Senate;
   - monitor and review recommendations and reports made by the established university-wide baccalaureate degree requirements subcommittees;
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- act as a board of appeals on all policy and procedural matters related to university-wide baccalaureate degree requirements;
- act as the final faculty committee for review of course proposals for university-wide requirements for baccalaureate degrees and make its recommendations through the Dean of Undergraduate Studies to the Provost;
- request data, reports, and information from the Dean of Undergraduate studies regarding all aspects of implementing, delivering, and evaluating university-wide baccalaureate degree requirements;
- review recommendations and reports submitted by General Education Advising Coordinators; and
- have primary responsibility for increasing campus awareness and understanding of baccalaureate requirements.

2. Committee Membership: The Baccalaureate Requirements Committee shall be composed of fourteen voting members and four nonvoting members:

Voting Members
Eight college representatives elected from and by the faculty (one from each college): Behavioral and Social Sciences, Business, Creative Arts, Education, Ethnic Studies, Health and Human Services, Humanities and Science and Engineering. 
One faculty representative from the Library elected by librarians. 
One representative from Liberal Studies elected by faculty with Liberal Studies appointments. 
One representative selected from the Advising Center. 
One representative selected from the Student Affairs area. 
One student representative selected by the Associated Students Board of Directors. 
One representative appointed by the Academic Senate.

Nonvoting Members
The Dean of Undergraduate Studies or the Dean’s designee. 
One representative from Enrollment Management. 
Chair of the Lower Division Certification Committee (LDC) or designee (information about this committee is provided in the section titled “Lower Division Certification Committee” below). 
Chair of the Upper Division Certification Committee (UDC) or designee (information about this committee is provided in the section titled “Upper Division Certification Committee” below). 

The Academic Senate shall notify Deans, the University Librarian, the Director of the Advising Center, and the Associated Students Governing Board when there is a vacancy in their units. Faculty members in their respective units will elect their representatives. The Advising Center, Student Affairs, and the Associated Students Governing Board shall choose a representative by their usual procedures for selecting committee members. In the case of a vacancy within a term of service, Deans and their equivalences may appoint a replacement until the next election or selection process in that unit.

3. Quorum. A quorum for BRC shall consist of seven voting members.
4. **BRC Terms of Service:** All terms are for three years, except for the student and Academic Senate representatives, who shall each serve for one year. Members may be re-elected and may serve successive terms; there are no term limits. Terms of membership will not be staggered initially. If a position is vacated before a term is completed, a newly elected member will serve a full three-year term.

5. **Committee Chair:** The Chair will be elected by the members of the BRC. Chairs serve a one year term that may be renewed.

6. **BRC and the Academic Senate:** BRC may approve the addition and deletion of courses in consultation with the Initial, Lower Division, and Upper Division Certification committees; but recommendations for policy changes require the approval of the Academic Senate and President. When BRC wishes to make policy changes, the Chair of BRC will forward those recommendations to the Academic Senate.

### Initial Certification Committees

1. **Initial Certification Committees:** There shall be eight committees to carry out the initial certification of courses meeting lower division and overlay requirements at San Francisco State University. Separate committees will be constituted for review of courses for inclusion in Areas A, B, C, D, E, and each additional overlay (i.e. AERM, GP, and SJ.). There shall be ten committees to carry out the initial certification of courses for inclusion in the upper division General Education program. Each committee will review courses submitted for inclusion in one of the nine Topical Perspectives area and one committee will review cohorts of courses for Integrated Study.

2. **Committee Charge:** The initial certification committees will evaluate and recommend to the Baccalaureate Requirements Committee (BRC; details about BRC appear in the section titled “Continuing Certification and Monitoring” below) course proposals for meeting university-wide baccalaureate degree requirements on the basis of how well they fulfill course expectations and student learning outcomes for those requirements. The committees will also consider the overall health of the Area, including accessibility of sufficient courses in the Area to meet student needs. The committee may consider things such as prerequisites and offering frequency and patterns when determining whether a given Area will be able to meet student demand. The committees will also review the degree to which courses within an Area, especially at the upper division level, have a sufficient number of courses which meet overlay requirements to make it likely that students will have adequate access to those requirements. If a committee has concerns about sufficient offerings, those concerns should be brought to the attention of the Dean of Undergraduate Studies who will then work with College Deans to acquire sufficient offerings. Faculty may also propose to the committees co-curricular activities to meet university-wide requirements (e.g., in a given year when the national debate topic is international in scope, the Director of the Debate Team might propose that members of the debate team get credit for the global perspectives requirement, or if the goals of a learning community are consistent with a requirement the faculty advisor might request that members of that community receive credit for that requirement).
3. **Review of Committee Recommendations.** The Initial Certification Committee's reasons for recommending the disapproval of courses will be stated in writing to the BRC and to the appropriate department chairs and college deans in terms of the stated course expectations and student learning outcomes for the Area. The chair of the Initial Certification Committee is responsible for submitting a comprehensive written report to the BRC summarizing the committee’s actions, deliberations, and recommendations.

4. **Committee Membership:** The Initial Certification Committees may be composed of the following 12 members:
   - Eight faculty representatives: one from each of the eight colleges: Behavioral and Social Sciences, Business, Creative Arts, Education, Ethnic Studies, Health and Human Services, Humanities and Science and Engineering.
   - One faculty representative from the Library.
   - One Academic Advising Professional.
   - One representative from the Liberal Studies Council.
   - One representative from the Associated Students (ASI).

   If any of the above units do not select a representative, the committee shall be considered duly constituted as long as five members have been appointed or elected by their Colleges or Units (not including ASI). If fewer than five members have been appointed or elected, the Executive Committee of the Academic Senate will seek members from units not already represented until the minimum of five members has been reached. A quorum will be half plus one of the members of the committee. If there are not enough members to staff all of the recommended committees or if the workload of any given committee is too great, the Senate Executive Committee has the authority to combine committees or add committees using the same membership principles articulated above.

5. **Committee Terms of Service:** All terms are for three years. Terms of membership will not be staggered initially. If a position is vacated before a term is completed, a newly elected member will serve a full three-year term.

6. **Committee Chairs:** The chair of each committee will be elected by the members of the Committee.

7. **Meeting times:** In-person meeting days and times for each committee shall be set and announced in advance of elections by the Dean of Undergraduate Studies. Faculty elected to the committees will be expected to keep those days and times available for in-person meetings. Committees will conduct as much work as possible electronically and shall meet during the scheduled time when necessary.

8. **BRC representative:** A member of the Baccalaureate Requirements Committee (BRC) shall be identified to help each initial certification committee begin its work and shall be available for consultation and help as needed.
Lower Division Certification Committee

1. **Committee Charge:** The Lower Division Certification Committee (LDC) will evaluate and recommend lower division courses for meeting university-wide baccalaureate degree requirements (Areas and/or Overlays) on the basis of how well they fulfill course expectations and student learning outcomes for those requirements. The Committee's reasons for recommending disapproval of any lower division course will be stated in writing to the BRC and to the appropriate department chair and college dean in terms of the stated course expectations and student learning outcomes specified for lower division courses. The LDC will work with the appropriate assessment committee(s) and/or individual(s) to carry out assessment of lower division courses designated as meeting baccalaureate degree requirements on a rotating schedule (see the section titled “Assessment” below) to ensure their continued currency and adequacy to satisfy assessment requirements. The chair of the LDC is responsible for submitting a comprehensive written report to the BRC summarizing the committee’s actions, deliberations, and recommendations.

2. **Committee Membership:** The Lower Division Certification Committee shall be composed of eleven voting members and two nonvoting members:

   **Voting Members**
   - Eight college representatives elected from and by the faculty (one from each college): Behavioral and Social Sciences, Business, Creative Arts, Education, Ethnic Studies, Health and Human Services, Humanities and Science and Engineering.
   - One faculty representative from the Library elected by librarians.
   - One representative selected from the Advising Center.
   - One student representative selected by the Associated Students Board of Directors.

   **Nonvoting Members**
   - One representative from BRC, as a nonvoting member.
   - The Dean of Undergraduate Studies, or the Dean’s designee, as a nonvoting member.

   The Academic Senate shall notify Deans, the University Librarian, the Director of the Advising Center, and the Associated Students Governing Board when there is a vacancy in their units. Faculty members in their respective units will elect their representatives. The Advising Center and the Associated Students Governing Board shall choose a representative by their usual procedures for selecting committee members. In the case of a vacancy within a term of service, Deans and their equivalences may appoint a replacement until the next election or selection process in that unit.

3. **Quorum.** A quorum shall consist of six voting members.

4. **Committee Terms of Service:** All terms are for three years, except for the student representative who will serve for one year. Members may be re-elected and may serve successive terms; there are no term limits. Terms of membership will not be staggered initially. If a position is vacated before a term is completed, a newly elected member will serve a full three-year term.
5. **Committee Chair:** The chair will be elected by the members of the Lower Division Certification Committee and is encouraged to attend the BRC meetings as a nonvoting member of BRC.

6. **Lower Division Certification Committee Responsibilities:** Members of the Lower Division Certification Committee will:
   - recommend approval/disapproval to the Baccalaureate Requirements Committee (BRC) of new and revised course proposals based on their adequacy in meeting the specified course expectations and student learning outcomes for lower division classes designated as meeting university-wide requirements;
   - forward to BRC any dissenting opinions;
   - ensure that all approved and proposed lower division courses continue to meet the course expectations and student learning outcomes specified in the General Education policy by reviewing re-certification materials submitted to the committee on a four-year rotating schedule;
   - request consultation with faculty concerning the review of courses that fail to meet the course expectations and student learning outcomes for lower division classes designated as meeting university-wide requirements;
   - recommend to the BRC in writing its reasons for requesting deletion of courses that fail to meet the course expectations and student learning outcomes for lower division classes designated meeting university-wide requirements after consulting with all involved parties;
   - work closely with the BRC and the Dean of Undergraduate Studies to ensure accessibility (including time of day offerings) and to resolve persistent problems in university-wide requirements;
   - implement the approved assessment plan for evaluating lower division courses as well as the overall effectiveness of lower division courses in meeting the course expectations and student learning outcomes; and
   - constitute ad hoc committees of faculty with expertise in a particular area to provide advice.

**Upper Division Certification Committee**

1. **Committee Charge:** The Upper Division Certification Committee (UDC) will evaluate and recommend upper division courses for meeting university-wide baccalaureate degree requirements (Areas and/or Overlays) on the basis of how well they fulfill course expectations and student learning outcomes for those requirements. The Committee's reasons for recommending disapproval of any upper division course will be stated in writing to the BRC and to the appropriate department chairs and college deans in terms of the stated course expectations and student learning outcomes specified for upper division courses. The UDC will work with the University Academic Assessment Advisory Committee (UAAAC) to carry out assessment of upper division courses meeting university-wide baccalaureate degree requirements on a rotating schedule (see the section titled “Assessment” below) to ensure their continued currency and adequacy to satisfy requirements. The chair of the UDC is responsible for submitting a comprehensive written report to the BRC summarizing the committee’s actions, deliberations, and recommendations.

2. **Committee Membership:** The Upper Division Committee shall be composed of eleven voting members and two nonvoting members:
Voting Members
Eight college representatives elected from and by the faculty (one from each college): Behavioral and Social Sciences, Business, Creative Arts, Education, Ethnic Studies, Health and Human Services, Humanities and Science and Engineering.
One faculty representative from the Library elected by librarians.
One representative elected from the Advising Center.
One student representative selected by the Associated Students Board of Directors.

Nonvoting Members
One representative from BRC, as a nonvoting member.
The Dean of Undergraduate Studies, or the Dean’s designee, as a nonvoting member.

The Academic Senate shall notify Deans, the University Librarian, the Director of the Advising Center, and Associated Students Governing Board when there is a vacancy in their units. Faculty members in their respective units will elect their representatives. The Advising Center and the Associated Students Governing Board shall choose a representative by their usual procedures for selecting committee members. In the case of a vacancy within a term of service, Deans and their equivalences may appoint a replacement until the next election in that unit.

3. **Quorum.** A quorum shall consist of six voting members.

4. **Committee Terms of Service:** All terms are for three years, except for the student representative who will serve for one year. Members may be re-elected and serve successive terms; there are no term limits. Terms of membership will not be staggered initially. If a position is vacated before a term is completed, a newly elected member will serve a full three-year term.

5. **Committee Chair:** The chair will be elected by the members of the Upper Division Certification Committee and is encouraged to attend the BRC meetings as a nonvoting member of BRC.

6. **Upper Division Certification Committee Responsibilities:** Members of the Upper Division Certification Committee will:
   - recommend approval/disapproval to the Baccalaureate Requirements Committee (BRC) of new and revised course proposals based on their adequacy in meeting the specified course expectations and student learning outcomes for upper division classes designated as meeting university-wide requirements;
   - forward to BRC any dissenting opinions;
   - ensure that all approved and proposed upper division courses continue to meet the course expectations and student learning outcomes specified in the General Education policy by reviewing re-certification materials submitted to the committee on a four-year rotating schedule;
   - request consultation with faculty concerning the review of courses that fail to meet the course expectations and student learning outcomes for upper division classes designated as meeting university-wide requirements;
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- recommend to the BRC in writing its reasons for requesting deletion of courses that fail to meet the course expectations and student learning outcomes for upper division classes designated meeting university-wide requirements after consulting with all involved parties;
- work closely with the BRC and the Dean of Undergraduate Studies to ensure accessibility (including time of day offerings) and to resolve persistent problems in university-wide requirements;
- implement the approved assessment plan for evaluating upper division courses as well as the overall effectiveness of upper division courses in meeting the course expectations and student learning outcomes; and
- constitute ad hoc committees of faculty with expertise in a particular area to provide advice.

Procedures for Submitting Courses for Initial Certification

Courses must have been previously approved by the University Course Review Committee (CRC) before being reviewed by baccalaureate requirements committees. Information about the designated contact person (e.g., instructor, course coordinator, curriculum committee representative, department chair) regarding the course being proposed is required on the “Course Certification Request Form for Baccalaureate Degree Requirements.” The department or program proposing the course submits a complete certification packet to its College Associate Dean. Course certification packets must include the following:

1. Course Certification Request Form for Baccalaureate Degree Requirements (see below).
2. Detailed Course Outline: The detailed course outline must be applicable to all sections of the course, regardless of instructor (or department for cross-listed courses) and must include:
   a) Course title and number.
   b) Number of units. [Note: The units specified for a requirement are the minimum number of units required. Courses that do not meet the minimum will not be approved. Courses which require more units than the minimum (e.g., 4-unit classes instead of 3-unit classes) may be proposed to meet a requirement.]
   c) The Bulletin description of the course, including any prerequisites.
   d) Course expectations and student learning outcomes for the course.
   e) A list of sample texts and/or materials to be used in the course.
   f) List of sample items included in course grade.
   g) Outline of topics to be covered.
3. Assessment Plan: a description of how the course meets the course expectations and student learning outcomes of the baccalaureate degree requirement(s) for which it is being proposed and how the instructor will know the degree to which students achieve the student learning outcomes.
4. If the course is a variable topic course, all variants must be submitted for evaluation and they must all meet the course expectations and student learning outcomes. If additional topics are approved in the future, those topics must be submitted to the appropriate committee for review.
5. It is ordinarily assumed that an undergraduate course paired with a graduate course is not appropriate for general education. However, if a program feels it has a paired course that would be appropriate for the general student, regardless of major, it may submit a paired course for
consideration yet must also provide a justification for the course's inclusion in General Education.

The College Associate Dean forwards an electronic copy of submitted packets to the Division of Undergraduate Studies and the Baccalaureate Requirements Committee (BRC) by October 1 for courses to be offered in the GE program the following fall and March 1 for the following spring certification. One hard copy original of the complete initial certification packet must be submitted to the Division of Undergraduate Studies. Questions should be addressed to the Division of Undergraduate Studies.

The Baccalaureate Requirements Committee will refer proposals to the appropriate certification committees for review. If there are concerns about the course, the chair of the certification committee and the BRC representative on the certification committee will work with the designated contact person of the course to address the concerns of the committee. Once the concerns have been addressed or an impasse is reached, the certification committee will forward its recommendations to approve or deny the course to the BRC. The chair of the initial certification committee must present the recommendations to the BRC in person.

The BRC reviews the committee’s recommendation and affirms the recommendation or requests additional information. If the committee and the department submitting the course are unable to come to an agreement about the course, an appeal can be filed with BRC and the BRC will review the entire submission. No proposal will be rejected or modified/clarified without consultation with the proposing department or program.

After a final vote of the BRC has been taken, the Chair of BRC notifies the Department Chair and Associate Dean of the proposing college stating the BRC’s action. If the course requires modification/clarification or has not been certified, the BRC’s concerns must be detailed in the notification of its actions.

The Division of Undergraduate Studies will keep a record of all decisions. Initial certification will be in effect until the requirement for which the course is approved is up for assessment, at which time an assessment packet for continuing certification must be submitted.

After the Academic Senate approves a new program of baccalaureate degree requirements, it is anticipated that the initial review of proposed courses will take two years. In the third year following approval, the initial certification committees should complete their work and the first year of work by the continuing committees should begin.
Course Certification Request Form for Baccalaureate Degree Requirements

Course Prefix and Number _______ Title ____________________________________________

Catalog Number ________________

Lower Division: Area _____________ Units______

Upper Division:
Topical Perspective ____________________ Integrative Studies Topic ________________
Course Units____
Check Course Focus:
_____Physical/Life Science _____Arts/Humanities _____Social Sciences

Check Overlay Designation, if appropriate:
_____LLD _____AERM _____GP _____SJ

Anticipated Offering Pattern:
a. Frequency of offering (Fall, Spring, or Summer only, Fall/Spring, year round): ____________
   b. Number of sections per semester: ____________
   c. Anticipated enrollment per section: ____________

Prerequisites (attach a justification if any): _________________________________________

Bulletin Description of Course, also include a description of any substantive departure from the content published in the University Bulletin or Class Schedule.

How will the course, including all sections, be coordinated to ensure consistent implementation and assessment of General Education student learning outcomes?
Designated Course Contact

Name: ___________________________ Phone ___________ email ___________

<table>
<thead>
<tr>
<th>Person</th>
<th>Signatures Indicating Approval for this Proposal:</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designated Course Contact</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department Chair or Program Director</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Dean</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certification Committee Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baccalaureate Requirements Committee, Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean of Undergraduate Studies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Procedures for Submitting Courses for Recertification

Four years after courses have been approved for meeting university requirements, they must be recertified as still meeting that requirement. The department or program proposing a course for recertification will submit complete recertification packet to its College Associate Dean. Course recertification packets must include the following:

1. Copy of the original and approved Course Certification Request Form for Baccalaureate Degree Requirements (see above).
2. Detailed Course Outline: The detailed course outline must be applicable to all sections of the course, regardless of instructor (or department for cross-listed courses) and must include:
   a) Course title and number.
   b) Number of units. (Note: The units specified for a requirement are the minimum number of units required. Courses that do not meet the minimum will not be approved. Courses which require more units than the minimum (e.g., 4-unit classes instead of 3-unit classes) may be proposed to meet a requirement.)
   c) The Bulletin description of the course, including any prerequisites.
   d) Course expectations and student learning outcomes for the course.
   e) A list of sample texts and/or materials to be used in the course.
   f) List of sample items included in course grade.
   g) Outline of topics to be covered.
3. **Assessment Report:** A description of how well students meet the student learning outcomes of the baccalaureate degree requirement(s) for which the course is being proposed for recertification.

   The College Associate Dean forwards an electronic copy of submitted packets to the Division of Undergraduate Studies and the Baccalaureate Requirements Committee (BRC) by **October 1** in the year of recertification. One hard copy original of the complete recertification packet must be submitted to the Division of Undergraduate Studies. Questions should be addressed to the Division of Undergraduate Studies.

   The Baccalaureate Requirements Committee will refer recertification packets to the appropriate certification committees for review. If there are concerns about the course, the chair of the certification committee and the BRC representative on that certification committee will work with the designated contact person of the course to address the concerns of the committee. Once the concerns have been addressed or an impasse is reached, the certification committee will forward its recommendations to approve or deny the recertification to the BRC. The chair of the certification committee must present the recommendations to the BRC in person.

   The BRC reviews the committee’s recommendation and affirms the recommendation or requests additional information. If the committee and the department submitting the course are unable to come to an agreement about the course, a petition can be filed with BRC and the BRC reviews the entire recertification packet. No applications are rejected or modified/clarified without consultation with the proposing department or program.

   After a final vote of the BRC has been taken, the Chair of BRC notifies the Department Chair and Associate Dean of the proposing college stating the BRC’s action. If the course requires modification/clarification or has not been recertified, the BRC’s concerns must be detailed in the notification of its actions.

   The Division of Undergraduate Studies will keep a record of all decisions made. Recertification will be in effect for four years, at which time another recertification packet for continuing must be submitted.

   **Process to Request University-Wide Requirements to be met Upon Completion of the Major**

   In some programs, students will have obtained a good grounding (usually in greater depth than GE) in an area of knowledge by virtue of completing the body of knowledge required in the major. In such cases, departments may ask for an exemption from its majors having to complete a particular university-wide requirement (e.g. quantitative reasoning, physical and biological sciences, arts and humanities, behavioral and social sciences, AERM, etc.). Departments should send a request for this option to the Division of Undergraduate Studies, indicating which university-wide requirements are met by completing the designated major. When such a request is approved, students will receive credit for the university-wide requirement by completing the major.
Sample Major Exemption Request:

Date:  
To: Dean of Undergraduate Studies  
From: Chair of Department  
Re: Major Exemption for _________________ University-Wide Requirement

<table>
<thead>
<tr>
<th>Major</th>
<th>University-Wide Requirement</th>
<th>Required Courses in Major that Fulfill this University-Wide Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Include Concentration (if applicable)

Please include a brief paragraph giving justification for how courses within the major support the university-wide requirement requested for exemption. Include in your paragraph the ways in which the courses in the major meet the student learning outcomes for the specified university-wide requirement.

Hypothetical Example for Bachelor of Science in Chemistry

<table>
<thead>
<tr>
<th>Major</th>
<th>University-Wide Requirement</th>
<th>Required Courses in Major that Fulfill this University-Wide Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS in Chemistry</td>
<td>Quantitative Reasoning (3 units)</td>
<td>Calculus I, II, III</td>
</tr>
<tr>
<td>BS in Chemistry</td>
<td>Physical Science/Lab Science (3 units)</td>
<td>Organic Chemistry/Lab, Physical Chemistry, Biochemistry, Inorganic Chemistry</td>
</tr>
</tbody>
</table>

Include a brief paragraph giving justification for how courses within the major support the Quantitative Reasoning requirement of GE requested for exemption. Include in your paragraph the ways in which the courses in the major meet the student learning outcomes for the specified area of General Education.

Include a brief paragraph giving justification for how courses within the major support the Physical/Lab Science requirement of GE requested for exemption. Include in your paragraph the ways in which the courses in the major meet the student learning outcomes for the specified area of General Education.
Hypothetical Example for Bachelor of Arts in English

<table>
<thead>
<tr>
<th>Major</th>
<th>University-Wide Requirement</th>
<th>Required Courses in Major that Fulfill this University-Wide Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA in English: All Concentrations</td>
<td>Humanities and Creative Arts (6 units)</td>
<td>Literature in English II and III</td>
</tr>
</tbody>
</table>

Include a brief paragraph giving justification for how courses within the major support 6 units of the Humanities and Creative Arts requirement of GE requested for exemption. Include in your paragraph the ways in which the courses in the major meet the student learning outcomes for the specified area of General Education.

Hypothetical Example for Bachelor of Science in Kinesiology

<table>
<thead>
<tr>
<th>Major</th>
<th>University-Wide Requirement</th>
<th>Required Courses in Major that Fulfill this University-Wide Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS in Kinesiology: Concentration in Exercise and Movement Sciences</td>
<td>Physical and Biological Sciences (9 units)</td>
<td>Biology, Anatomy, Human Physiology, Anatomical Kinesiology, Chemistry, Physics, Sport and Exercise Physiology, Biomechanics, Motor Learning</td>
</tr>
</tbody>
</table>

Include a brief paragraph giving justification for how courses within the major support the Physical and Biological Sciences requirement of GE requested for exemption. Include in your paragraph the ways in which the courses in the major meet the student learning outcomes for the specified area of General Education.

Recommendations for Majors

The GRTF has several recommendations for majors related to each of the following topics: (1) educational goals, (2) writing and capstone courses, (3) technology, (4) units required and prerequisites, (5) electives and complementary studies, (6) lower division classes, and (7) flexibility and advising.
Educational Goals. One of the primary recommendations of the external reviewers was that we develop an educational program that is integrated in a manner that reinforces the university’s educational goals. The GRTF recommends that majors seek to contribute to as many of the university’s six educational goals as possible and that, at a minimum, degree granting programs provide information in their program reviews about how they are contributing to at least four of the university’s six educational goals (more details about each goal appear in the section above titled, “Educational Goals for the Baccalaureate at San Francisco State University”):

1. Competencies for Lifelong Intellectual Endeavor
2. Intellectual Attainments
3. Appreciation of Diversity
4. Ethical Engagement
5. Integration and Application of Knowledge
6. Qualities of Mind and Spirit

Writing and Capstone Courses. The GRTF affirms the recommendations of the Writing Task Force calling for "a four-year sequence of courses that conforms to the principles and practices of Writing Across the Curriculum (WAC) or Writing in the Disciplines (WID)” (p. 3, “Proposed Plans for University Writing Programs” available at http://dus.sfsu.edu/grtf/Main/resources_assets/WTFplanfinal.pdf ). The Writing Task Force recommended that two of these courses be lower division and two of them upper division. We agree with both of these recommendations and have provided for two lower division courses as part of the general education curriculum. The GRTF appreciates the work that is being done on campus to improve student writing and we affirm the Academic Senate’s previous decision to require a junior level writing course in the major or college [i.e., Graduation Writing Assessment Requirement (GWAR)].

We also value the Writing Task Force’s recommendation that beyond GWAR, each major “develop a senior-level course that has substantial writing requirements informed by WAC/WID approaches (e.g., both informal and formal writing assignments and opportunities for revision). This course might be the capstone course for the major or another already existing course, or it might be a newly designed course that has the junior-level GWAR requirement as a prerequisite. The degree to which this additional course is writing intensive would be at the discretion of each program or department. Such a course would acknowledge the importance for students to undertake serious writing tasks throughout their academic careers: of conceiving writing not as a special activity that occurs (and matters) only in composition classes and courses that satisfy the GWAR, but as a means of inquiry and discovery applied throughout college studies” (p. 12). In addition to a GWAR course, we recommend that writing intensive experiences, as defined by the program, be required in every major at the senior level. In our research on best practices, we learned that capstone courses are a valuable educational tool. The GRTF encourages majors to consider adopting capstone courses or other culminating experiences.
Technology. Humans have created a wide range of technologies to assist them in achieving their goals and reliance on technologies continues to increase. Our students need to use such technologies competently, especially as those technologies relate to their primary area of expertise. Consequently, we recommend that every major be required to include in its curriculum appropriate instruction in the technologies most relevant to that major. Programs should develop their own student learning outcomes related to technology and their major, and they should demonstrate in their program reviews how they are meeting this need. Below are some examples of student learning outcomes related to technology that programs could embrace or revise, or they could develop their own student learning outcomes.

Upon completing the major, students will
- access, critically evaluate, integrate/synthesize and disseminate digital information; using current tools and technologies;
- engage in electronic collaboration;
- use and create structured electronic documents;
- make technology-enhanced presentations;
- use appropriate electronic tools for research and evaluation; and/or
- describe major legal, ethical, and security issues in information technology.

Units Required and Prerequisites. Title 5 requires that majors be a minimum of 24 units, including at least 12 units of upper division work. Documents given to the GRTF show that majors leading to Bachelor of Arts (BA) degrees range from 35 to 60 units, and majors leading to the Bachelor of Music (BM) and Bachelor of Science (BS) degrees range from 51 to 87 units. Academic Senate Policy S84-82 states:

*The Bachelor of Arts degree is universally considered to represent a broad liberal arts education which prepares students to function as useful and responsible citizens in a variety of roles. It is less specialized than the Bachelor of Science degree, yet contains a depth component which permits advanced study in the many disciplines. . . Because Bachelor of Science degree major programs are typically more specialized and career-specific than most Bachelor of Arts degree majors, the number of required units in Bachelor of Science major programs is typically larger than in Bachelor of Arts degree majors . . . Because the Bachelor of Arts degree involves a broad base of study, it must reserve to the student a substantial opportunity to study in related fields. For this reason, the Bachelor of Arts degree major does not normally exceed 45 units. . . the Bachelor of Science degree major program cannot exceed 70 units in a 124-unit degree, or 78 units in a 132-unit degree, or 86 units in a 140-unit degree.*

Since the passage of this Senate policy, the Chancellor’s Office must approve any exceptions to degree programs greater than 120 units. The GRTF recommends that the Academic Senate revisit Academic Senate Policy S84-82. In addition to looking at the number of units required in a major, we also recommend the following rules regarding prerequisites in majors:

1. If a program requires that specific courses that meet university-wide requirements be completed that are not required of all students, those courses must be listed and counted as units required in the major, minor, certificate or credential.
2. Any prerequisites to courses, beyond general references to university-wide requirements (e.g., a course in critical thinking, a lower division course in science, etc.), must be listed as part of the units required for majors, minors, certificates, and credentials.

3. Prerequisites that might be met through prior experiences (e.g., high school courses, AP credit, heritage language experiences, etc.) must be identified.

4. If the number of units required in a program varies based on different course options or perquisites for those options, programs must clearly explain the variation in units.

**Electives and Complementary Studies.** Because the Bachelor of Science and the Bachelor of Music degrees are meant to be more specialized degrees, the GRTF does not recommend any additional requirements for such students beyond those required to complete university-wide requirements and the major. Any remaining units in the 120 units needed to earn the degree should be reserved for elective units selected by the student.

On the other hand, because the Bachelor of Arts degree should represent a broad liberal arts education and because most students are likely to change careers and to have multiple interests, the GRTF recommends that Bachelor of Arts students be required to complete at least twelve units of complementary studies outside of the primary prefix for the major. Completion of university-wide requirements, the major, and the complementary studies requirement should still leave BA students with at least as many or more units for electives as BS or BM students.

Complementary studies units may come from languages other than English, minors, certificates, or a coherent group of courses approved by a major advisor as complementary to the major. With the approval of an advisor in the major, courses which fulfill complementary studies units may be lower or upper division units, resident or transfer units, or units taken in approved study abroad programs. BA programs may decide how many, if any, of the complementary units may be counted in the major, and they may designate specific courses to be taken for complementary studies credit or they may develop advising protocols to guide students through this process. Students who complete two majors or a major and a minor automatically complete the complementary studies requirement.

The GRTF views the Complementary Studies Requirement as contributing to many campus goals, including the CUSP Goal of increasing the number of graduates who are able to communicate in more than one language and Educational Goal #5: “Integration and Application of Knowledge: Graduates will know how to make connections among apparently disparate forms of knowledge and modes of inquiry across academic disciplines and between the principal domains of knowledge and their majors.”

Below are five examples to illustrate various ways the Complementary Studies Requirement could be fulfilled (these hypothetical examples are not meant to pre-empt different choices the programs listed below may make for themselves in fulfilling the proposed Complementary Studies Requirement):
Complementary Studies Requirement in Bachelor of Arts in Anthropology. Students completing a Bachelors of Arts in Anthropology must complete at least twelve units in complementary studies with a prefix other than ANTH. These units may be in one or more languages other than English, a minor, a certificate, or a coherent group of courses approved by a major advisor as complementary to the major. All complementary studies units must be approved by an advisor in the major and all of the units must be separate from units counted in the major. With the approval of an advisor in the major, courses which fulfill complementary studies units may be lower or upper division units, resident or transfer units, or units taken in approved study abroad programs.

Complementary Studies Requirement in Bachelor of Arts in Chemistry. Students completing a Bachelors of Arts in Chemistry must complete sixteen units in designated courses in math and physics. The completion of these sixteen units fulfills the complementary studies requirement in the BA in Chemistry and these units are counted in the major.

Complementary Studies Requirement in Bachelor of Arts in Communication Studies. Students completing a Bachelors of Arts in Communication Studies must complete at least twelve units in complementary studies with a prefix other than COMM. These units may be in one or more languages other than English, a minor, a certificate, or a coherent group of courses approved by a major advisor as complementary to the major. If approved by an advisor in the major, up to eight units of complementary studies may also be counted toward meeting major requirements and such courses may be lower or upper division, resident or transfer, or taken in approved study abroad programs.

Complementary Studies Requirement in Bachelor of Arts in Environmental Studies. The Bachelor of Arts in Environmental Studies requires sixteen units of course work with an ENVS prefix and another forty or more units from designated lists of courses from a variety of departments. All of the courses selected from the designated lists with prefixes other than ENVS fulfill both the major and the Complementary Studies Requirement.

Complementary Studies Requirement in Bachelor of Arts in Journalism. Students completing the Bachelor of Arts in Journalism must complete a minor that has been approved by the department. The minor fulfills the Complementary Studies Requirement.

We recommend that the Senate make the approval process for the Complementary Studies Requirement in programs relatively simple: submission of paragraphs like those above, which are then evaluated and approved by the Dean of Undergraduate Studies on the basis of their consistency with the policy. The approved requirements can then be evaluated as part of the program review process as programs come up for review.

Lower Division Classes. Many majors on campus were created at a time when most of our students were upper division transfer students. Our student population has since changed with 8,253 lower division students enrolling in fall 2008. The GRTF is recommending 39 units of lower division university requirements. After completing those units, students have 21 more units to complete before
achieving upper division status. The GRTF recommends that the Academic Senate require that majors allow at least 6 units of lower division credit to be counted in the major.

**Flexibility and Advising.** We recommend that major programs consider offering students multiple options for completing requirements, when appropriate to do so, and that they review prerequisites with consideration for what lower division students and first semester transfer students would be able to take. The GRTF also encourages majors to include on their websites documents students can use to plan the completion of their major.

**Recommendations for Minors**

**Background Information.** Title 5 and the California State University System require that minors be a minimum of 12 units, including at least 6 units of upper division work. The GRTF reviewed data on 87 minors for the calendar year of 2008. None of our current minors are twelve units. At San Francisco State University, the smallest minors require 18 units and largest minors require 24 units. The vast majority of minors (76) require 20 or more units.

In the 2008 calendar year, 57 of the minors had 5 or fewer students complete the minor. The minors with significant completion rates are often completed by majors that count courses from the minor in the major (e.g., Business Administration minor and Hospitality Management major, Marketing minor and Apparel Design and Merchandising major, Holistic Health minor and Heath Education major). Some of our minors, like our majors, tend to focus on upper division courses, making it difficult for students to start minors earlier or use transfer courses. The GRTF recommends that the Academic Senate invite programs to reconsider the number of units they require in minors and whether more lower division courses should be part of minors.

**Recommended Policy for Minors.** We recommend the following policy statement for minors:

**Definition of Minors**

A minor is an area of specialized academic training, disciplinary or interdisciplinary in character, which is typically undertaken by a degree candidate in order to supplement or complement the major field of study, or to provide academic training in a minor subject or alternative field of study. In comparison to a major field of study, the disciplinary minor is generally more narrow or restricted in scope while the interdisciplinary minor will typically exhibit a broader area of subject coverage. In both instances fewer course credits are required than in the major field of study.

**Criteria for Minors**

1. The program is to consist of a minimum of 12 semester units and a maximum of 24 units.

2. Credit by examination is permitted in accordance with established university regulations.

3. All course work used to satisfy the requirements of a minor must be completed with a minimum grade point average of 2.0.
4. A minimum of one-half of the units for the minor program should be in upper division courses, unless a specific exception has been granted; every minor must require at least 6 upper division units.

5. Normally, no more than one-half of the units used to meet the requirements for the minor may be transfer units.

6. A maximum of three units in the minor may be devoted to internships and/or independent study unless a specific exception has been granted in advance.

7. All courses that meet the requirements of a minor may be used, as appropriate, simultaneously to meet requirements in general education, credentials, certificates, or complementary studies.

8. The curriculum in minor programs must contribute to at least four of the six goals described in “Educational Goals for the Baccalaureate at San Francisco State University” and minor programs must provide information in their program reviews about how they are contributing to those goals.

9. Students may not complete a major and minor in the same discipline (i.e., within the same hegis code).

Procedures for Proposing Minors

1. Proposals ordinarily shall be initiated by Departments, Programs or Colleges of the University, and following College approval shall be processed through the regular program review process of the University in the same manner as other new and revised curricular programs.

2. Proposals should be submitted in the format prescribed. Copies of the guidelines are available from the Office of the Provost.

3. The sponsoring unit (i.e., program, department, school, college, interdisciplinary area) must designate an appropriate faculty member who will be responsible for coordinating the program. As may be appropriate, this may be the department chair.

4. All officially approved minor programs should be described in the University Bulletin.

5. All literature (brochures and the like) to be published and circulated in connection with such programs should have the prior clearance of the appropriate college dean.

6. Upon satisfactory completion of an approved minor program, including making formal application for same, the Director of Admissions and Records, or his/her designee, shall enter an appropriate designation on the student's permanent record and shall maintain annual records of the names (and numbers) of all students completing minors. The Director of Admissions and Records should report to the Provost each year on the number and type of minors completed.

7. In recognition of the desire to maintain some flexibility in meeting unique program needs, academic units of the University may submit proposals to the Office of the Undergraduate Studies (for subsequent review by appropriate Academic Senate committees) which are in some way at variance with the stated criteria. When this is done, ample justification for the variance must be submitted as an integral part of the proposal.
8. The Curriculum Review and Approval Committee shall be charged with the review and approval of proposed or revised minor programs. Minor programs shall be subject to review in conjunction with the five-year academic review of the program, department, college, and/or division in which the minor is housed.

**Recommendations for Undergraduate Certificates**

**Background Information.** As the charge of the GRTF covers baccalaureate degrees, we comment here on undergraduate certificates only. San Francisco State University has 18 approved undergraduate certificate programs. The data the GRTF reviewed on these certificates show that in the last two years students have completed only 10 of them with only 3 of them being completed by five or more students each year. There may be many reasons for this low completion rate, but among them might be the restrictive rules that were used to create certificates. Current certificate programs on our campus range from 15 to 66 units. Executive Order 806, governing certificates in the California State University system, does not specify a minimum or maximum number of units in a certificate program. Executive Order 806 says nothing about lower and upper division courses, but San Francisco State University’s current policy requires that students complete 56 units before starting a certificate and that all the units be upper division. These requirements limit the kind of certificates we can offer and make it difficult for students to complete certificates, especially transfer students. The GRTF recommends making the rules about certificate programs more flexible and encouraging programs to reconsider what they are requiring.

**Recommended Policy for Undergraduate Certificates.** The GRTF recommends the following policy statement about undergraduate certificates:

**Definition of Undergraduate Certificates**

A certificate program is a coherent set of academic courses that does not lead to a degree, but is focused on a substantial area of study that may be practically oriented toward skills and/or occupations. Certificate programs are an additional way of organizing curriculum in order to serve matriculated students or students who wish to spend a limited time in college in order to learn specific subjects, concepts, skills and competencies. Certificate programs shall not infringe upon existing majors in degree programs. Since minor programs do not lead to degrees, however, some minor programs may, of themselves, constitute certificate programs, and some certificate programs may be subsumed within a minor. The award of a certificate means that the holder has completed the required course work at a certain level of academic accomplishment. A certificate indicates to a prospective employer that the University validates the particular program of study. It neither credentials nor licenses the student, nor does it guarantee the ability of the student to put into practice what has been studied.
Criteria for Undergraduate Certificates

1. Undergraduate certificate programs require a minimum of 12 semester units.

2. Credit by examination is permitted in accordance with established university regulations.

3. All course work used to satisfy the requirements of an undergraduate certificate must be completed with a minimum grade point average of 2.0.

4. Normally, no more than one-half of the units used to meet the requirements for the certificate may be transfer units.

5. A maximum of three units in the certificate may be devoted to internships and/or independent study unless a specific exception has been granted in advance.

6. All courses for meeting the requirements of a certificate may be used, as appropriate, simultaneously to meet requirements in general education, credentials, or complementary studies.

7. Before completing any certificate, students must demonstrate an appropriate level of writing competency. The appropriate level shall be determined by the program proposers in consultation with the Committee on Written English Proficiency. Each certificate program proposal must specify how the above steps are to be accomplished.

8. Matriculated students may complete certificates while enrolled in degree programs. Nonmatriculated students may complete certificates through Open University or the College of Extended Learning.

9. Students may not complete a major and certificate in the same discipline (i.e., within the same hegis code).

Procedures for Proposing Undergraduate Certificates

1. Proposals ordinarily shall be initiated by Departments, Programs or Colleges of the University, and following College approval shall be processed through the regular program review process of the University in the same manner as other new and revised curricular programs.

2. Proposals should be submitted in the format prescribed. Copies of the guidelines are available from the Office of the Provost.

3. The sponsoring unit (i.e., program, department, school, college, interdisciplinary area) must designate an appropriate faculty member who will be responsible for coordinating the program. As may be appropriate, this may be the department chair.

4. All officially approved certificate programs should be described in the University Bulletin.

5. All literature (brochures and the like) to be published and circulated in connection with such programs should have the prior clearance of the appropriate College Dean.

6. Upon satisfactory completion of an approved certificate program, including making formal application for same, the Director of Admissions and Records, or his/her designee, shall enter an appropriate designation on the student's permanent record and shall maintain annual records of the
names (and numbers) of all students completing certificates. The Director of Admissions and Records should report to the Provost each year on the number and type of certificates completed.

7. The primary responsibility for determining a student's completion of a certificate program shall rest in the academic department or program or the Extended Learning program area in which the certificate program is housed. The appropriate program head, upon review of the student’s transcript, shall make an endorsement of the completion of a certificate program. This endorsement, together with a listing of the program requirements to be met and a transcript showing that they have been met, shall be forwarded, as appropriate, to the Dean of Undergraduate Studies or the Director of Extended Learning for review and formal awarding of the certificate on behalf of the program area offering the program and in the name of the University. All certificates must state the number of units required for completion of the program. Notification of the award of the certificate shall be forwarded, upon completion of the program, by the appropriate dean to the Office of Admissions and Records for recording on the student's transcript and filing in the student's permanent file.

8. The above requirements shall apply to all proposals for new certificate programs. Already existing certificate programs shall also be expected to comply with the above criteria unless specific justification can be presented regarding the need for an exception.

9. The Curriculum Review and Approval Committee shall be charged with the review and approval of proposed and revised certificate programs. Certificate programs shall be subject to review in conjunction with the five-year academic review of the program, department, college, and/or division in which the certificate is housed.

High-Impact Educational Practices

The GRTF believes that high-impact educational practices are key components in helping students achieve the educational goals for the baccalaureate. These practices emphasize the importance of not only what faculty teach, but how faculty teach it. George Kuh, author of *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter,* (2008) identified ten practices that “have been widely tested and have been shown to be beneficial for college students from many backgrounds” (p.9). Below in bold are the ten high-impact educational practices identified by Kuh, followed by the GRTF’s curricular and co-curricular recommendations regarding each practice:

- **First-Year Seminars and Experiences.** We recommend that myriad approaches be embraced by the campus to include a positive first-year experience for SF State students. Many of the learning outcomes associated with first-year courses or structured experiences can be incorporated into the GE foundation courses required of all first year students (Oral Communication, Written Communication I, and Critical Thinking). We also encourage highly integrated educational programs that involve carefully developed first-year learning communities. Some programs on campus have already initiated learning community projects and we hope others will consider developing similar programs within majors and across GE and other university-wide requirements. We value the orientation sessions that have been held for new students prior to their first-semester at San Francisco State University, and we propose that the campus develop a mandatory orientation for both first-year and transfer students. We also
recommend that these programs, along with student retention and success, continue to be monitored and reported to the Academic Senate.

- **Common Intellectual Experiences.** All of our students will complete nine units of Upper Division General Education in residence. The GRTF is recommending that all of these courses have similar course expectations and student learning outcomes, which are also linked to the Educational Goals statement endorsed by the Academic Senate. All majors, minors, and certificates are expected to contribute to these same educational goals. We also recommend the active integration of learning across courses using multiple approaches, including electronic portfolios, learning communities, linked courses, shared readings, media, and other innovations to connect learning. Programs are encouraged wherever it is feasible to provide students with opportunities to integrate and reflect on curricular and co-curricular experiences in a meaningful way to deepen learning.

- **Learning Communities.** We value the creation of student learning communities across campus (e.g., cohorted student groups in two or more paired courses, cohorted students in majors, FYE communities by major, college or resident hall, presidential scholars) and we would like to see many more developed and supported (e.g., honors learning community, college or major communities, learning communities within topical perspectives or integrated studies).

- **Writing-Intensive Courses.** The GRTF recommends two composition courses, Written Communication I and II, in general education; a third writing intensive course in the major (i.e. GWAR); and writing intensive experiences, as defined by the department, in every major at the senior level. In addition, the GRTF recommends that the course expectations and student learning outcomes for all of the courses in GE Area A and all of the upper division GE courses include library research. This library research is likely to be presented in written work. Even so, students would benefit from even more practice in writing. We would like to see more faculty development opportunities to enable faculty to provide meaningful writing instruction within the discipline. We recognize the need for and support incentives to encourage faculty and programs to increase the amount of writing in the classroom, both formal and informal, and to enable faculty to provide students with opportunities for revision, and the necessary writing feedback to ensure students at San Francisco State University meet our strategic goal of excellence in writing.

- **Collaborative Assignments and Projects.** One of the specified expectations for the GE oral communication requirement states “some assignments or classroom activities should encourage the development of skills and strategies for working collaboratively.” This is the only place we have explicitly required collaborative work. However, we recommend that whenever appropriate, both general education and major courses, as well as co-curricular experiences, provide students with multiple opportunities to experience the benefits of working collaboratively with others who vary in their skills, experiences, and perspectives, as they solve problems together.
• **Undergraduate Research.** Our student learning outcomes for upper division GE require applying methods of inquiry and analysis which might well lead to undergraduates doing research. In addition, we encourage faculty to create opportunities for students to participate in research processes, examine contested claims, utilize various methodological tools and technologies, and experience “the sense of excitement that comes from working to answer important questions” (Kuh, 2008, p. 10). We encourage departments to explore models to enable faculty to facilitate undergraduate research. Several departments on campus have involved undergraduate students in research which has increased students’ competitive edge and acceptance into post-graduate work. Additionally, we have required library research in all of the courses in GE Area A and all of the upper division GE courses. We would like to see more undergraduate research throughout the university.

• **Diversity/Global Learning.** One of the six educational goals for baccalaureate degrees at San Francisco State University is “Appreciation of Diversity” and the goals statement includes two references to global learning. These educational goals are reinforced across the course expectations and student learning outcomes in lower and upper division general education requirements. Three of the nine topical perspectives focus on human diversity, social justice, and world perspectives. The GRTF recommends that students be able to continue to complete their upper division GE requirement through approved study abroad programs. In addition, the GRTF recommends overlay requirements related to diversity or global learning: (1) American Ethnic and Racial Minorities, (2) Social Justice, and (3) Global Perspectives. The GRTF would like to see majors, minors, certificates, and extra-curricular activities increase the opportunities for students to be engaged in diversity and global learning.

• **Service Learning, Community-Based Learning.** Currently, our campus has nearly 200 courses with community service learning components, and we place more than 6,000 students in community service learning experiences each year. The GRTF encourages faculty and programs to increase these opportunities in university-wide requirements, major, minor, and certificate programs. San Francisco State University’s strong Institute for Civic and Community Engagement provides valuable assistance to programs looking to develop such opportunities.

• **Internships.** More than thirty programs at San Francisco State University have courses with the word “Internship” in the title. Given the research on the value of internships, the GRTF encourages majors that do not have internship programs to consider developing them.

• **Capstone Courses and Projects.** The GRTF strongly encourages all majors to incorporate a capstone course or culminating experience for their majors. This experience might include the completion of an ePortfolio, a research project, service learning, a creative project, etc. Most importantly, it should serve as a vehicle for students to reflect on and integrate all of their educational experiences, both curricular and co-curricular. Students should have completed at least 90 units and two-thirds of their major requirements prior to undertaking their culminating experience.

Every program may not be able to provide students with all ten of these high-impact experiences, but the GRTF highly recommends that each program provide as many as is feasible, and it recommends that
the Academic Senate ask programs to provide information about how they are incorporating and assessing these high-impact activities at the time of program review. The GRTF recommends that the university collect data on how many of our graduating seniors have participated in these high-impact educational practices and their relationship to student success and that the data be reported to the Academic Senate and campus community for further review.

**Approximate Timetable for Implementation**

The timetables suggested below should be taken as approximate recommended guidelines. Economic conditions and other factors may necessitate alterations. The phrase “current program” refers to the program in place before fall 2009 and the phrase “new program” refers to baccalaureate degree requirements adopted by the Academic Senate during or after fall 2009.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td><strong>Senate Review of Graduation Requirements Task Force Proposal:</strong> The Academic Senate reviews the proposal submitted by the Graduation Requirements Task Force and approves a new program of baccalaureate requirements. The Academic Senate holds elections for the initial review committees and the Baccalaureate Requirements Committee (BRC).</td>
</tr>
<tr>
<td>2010-2011</td>
<td><strong>Initial Revisions and Review:</strong> Courses that fulfill a related requirement in the current program may implement newly approved course expectations and student learning outcomes and still fulfill the requirement in the current program. The review of courses proposed for the new program would begin during this time period. Additional courses may be proposed in subsequent years. Majors, minors, and certificates would be encouraged to bring their programs in line with the policies adopted regarding them. The Academic Senate holds elections for continuing review committees.</td>
</tr>
<tr>
<td>2011-2012</td>
<td><strong>Dual Option:</strong> Students may choose either approved courses from current program or approved courses from the new program. If not enough new courses have been approved by the end of this time period, the Academic Senate may extend the dual option period. In addition, this option will be available to all students who begin continuous enrollment at any California Community College or CSU prior to full implementation of the new program. Continuing review committees replace initial review committees.</td>
</tr>
<tr>
<td>Year</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2011-2012</td>
<td><strong>Consultations with Community Colleges.</strong> Hold meetings with the community colleges that send us the most transfer students to explain our new program and seek articulation agreements, especially for Written Communication II and our overlay requirements.</td>
</tr>
<tr>
<td>2012-2013</td>
<td><strong>New Baccalaureate Degree Program:</strong> Students who begin continuous enrollment at a CCC or CSU in fall 2012 (unless the dual option is extended) or later would complete the new baccalaureate degree program.</td>
</tr>
<tr>
<td>2013-2014</td>
<td><strong>Assessment:</strong> Assessment of the new baccalaureate degree program would begin in the manner outlined below and majors, minors, and certificates beginning their program review processes would provide information regarding their contributions to the university’s educational goals.</td>
</tr>
</tbody>
</table>

**Assessment**

All courses approved for requirements will be evaluated at the time of initial submission for certification and when they are reviewed for re-certification. These courses will be reviewed following procedures outlined in the section titled, “Process for Approving Courses to Fulfill University-Wide Requirements.” The materials submitted for the review process will be used to evaluate whether the course meets all of the course expectations and is likely to lead to the student learning outcomes. The student learning outcomes for university-wide requirements have been linked to the “Educational Goals for the Baccalaureate at San Francisco State University” and our assessment recommendations are related to that linkage.
Abbreviated List of Educational Goals for Baccalaureate Degrees

1. Competencies for Lifelong Intellectual Endeavor
2. Intellectual Attainments
3. Appreciation of Diversity
4. Ethical Engagement
5. Integration and Application of Knowledge
6. Qualities of Mind and Spirit

From the above list, the numbers associated with each goal are used in the assessment charts that follow. Below is a chart of where we expect the goals to be addressed in relationship to the requirements and student learning outcomes (linkages between student learning outcomes and goals are provided in the sections for each requirement earlier in this report):

<table>
<thead>
<tr>
<th>Goals</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 3, 4, 5</td>
<td>Lower Division Oral Communication (Area A1) (3 units)</td>
</tr>
<tr>
<td>1, 4</td>
<td>Lower Division Written English Communication I (Area A2) (3 units)</td>
</tr>
<tr>
<td>1, 4</td>
<td>Lower Division Critical Thinking (Area A3) (3 units)</td>
</tr>
<tr>
<td>1, 3, 4, 5</td>
<td>Lower Division Written English Communication II (Area A4) (3 units)</td>
</tr>
<tr>
<td>1, 2, 4, 5</td>
<td>Lower Division Physical Science (Area B1) (3 units)</td>
</tr>
<tr>
<td>1, 2, 4, 5</td>
<td>Lower Division Life Science (Area B2) (3 units)</td>
</tr>
<tr>
<td>1, 2, 4, 5</td>
<td>Lower Div. Lab Science (Area B3) (0-1 additional units)</td>
</tr>
<tr>
<td>1, 2, 4, 5</td>
<td>Lower Division Mathematics/Quantitative Reasoning (Area B4) (3 units)</td>
</tr>
<tr>
<td>1, 2, 3, 4, 5</td>
<td>Lower Division Arts (Area C1) (3 units)</td>
</tr>
<tr>
<td>1, 2, 3, 4, 5</td>
<td>Lower Division Humanities: Literature (Area C2) (3 units)</td>
</tr>
<tr>
<td>1, 2, 3, 4, 5</td>
<td>Lower Division Arts and/or Humanities (Area C3) (3 units)</td>
</tr>
<tr>
<td>1, 2, 3, 4, 5</td>
<td>Lower Division Social Sciences (Area D1) (3 units)</td>
</tr>
<tr>
<td>1, 2, 3, 4, 5</td>
<td>Lower Division Social Sciences: US History (Area D2) (3 units)</td>
</tr>
<tr>
<td>1, 2, 3, 4, 5</td>
<td>Lower Division Social Sciences: US &amp; CA Government (Area D3) (3 units)</td>
</tr>
<tr>
<td>1, 2, 5</td>
<td>Overlay Lifelong Learning and Self-Development (LLD) (Area E (0-3 additional units)</td>
</tr>
<tr>
<td>1, 2, 4, 5</td>
<td>Upper Division Physical and/or Life Science (Area UD - B) (3 units)</td>
</tr>
<tr>
<td>1, 2, 3, 4, 5</td>
<td>Upper Division Arts and/or Humanities (Area UD - C) (3 units)</td>
</tr>
<tr>
<td>1, 2, 3, 4, 5</td>
<td>Upper Division Social Sciences (Area UD = D) (3 units)</td>
</tr>
<tr>
<td>3</td>
<td>Overlay American Ethnic and Racial Minorities (AERM) (0-3 additional units)</td>
</tr>
<tr>
<td>3, 4, 5</td>
<td>Overlay Global Perspectives (GP) (0-3 additional units)</td>
</tr>
<tr>
<td>4</td>
<td>Overlay Social Justice (SJ) (0-3 additional units)</td>
</tr>
<tr>
<td>1</td>
<td>Graduation Writing Assessment Requirement (GWAR)</td>
</tr>
<tr>
<td>At least four goals</td>
<td>Major</td>
</tr>
</tbody>
</table>
In addition to assessing course materials, we recommend that the campus collect student learning outcome data to demonstrate fulfillment of the educational goals for baccalaureate degrees. To make this a manageable process, we recommend a four-year review cycle with selective attention to student learning outcomes that are linked to particular educational goals. Below is our recommended plan for specific university-wide degree requirements (majors should develop their own plan for assessing the contribution of the major to the educational goals). The earlier tables on links between educational goals and student learning outcomes for specific requirements should be used to identify the student learning outcomes upon which data should be collected.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Year</th>
<th>Goal 1</th>
<th>Goal 2</th>
<th>Goal 3</th>
<th>Goal 4</th>
<th>Goal 5</th>
</tr>
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<tbody>
<tr>
<td>Lower Division A1</td>
<td>1</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Lower Division A2</td>
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<tr>
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<td></td>
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</tr>
<tr>
<td>Lower Division A4</td>
<td>1</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower Division B1</td>
<td>2</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower Division B2</td>
<td>2</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower Division B3</td>
<td>2</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower Division B4</td>
<td>2</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower Division C1</td>
<td>2</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower Division C2</td>
<td>2</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower Division C3</td>
<td>2</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower Division D1</td>
<td>2</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower Division D2</td>
<td>2</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower Division D3</td>
<td>2</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper Division B</td>
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<td>X</td>
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<td></td>
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<tr>
<td>Upper Division C</td>
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<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper Division D</td>
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<td></td>
<td>X</td>
<td></td>
<td></td>
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<td>AERM</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>GP</td>
<td>4</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LLD</td>
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<td>X</td>
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<tr>
<td>SJ</td>
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<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GWAR</td>
<td>4</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The astute reader will immediately notice that educational goal #6 is missing from the chart above. Educational goal #6 is as follows:

**Qualities of Mind and Spirit:** Graduates will take with them dispositions that facilitate lifelong learning and growth, including curiosity, a sense of wonder, intellectual flexibility and adaptability, a refusal to simplify what is inherently complex and ambiguous, a sense of
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responsibility and accountability, critical self-reflection, independence of mind, respect for wellness and healthy living, a readiness to assume leadership roles, and reverence for all that unites us as human beings across time.

This goal is concerned with valuable dispositional qualities rather than specific behaviors, and therefore the GRTF did not write specific student learning outcomes related to educational goal #6. Nonetheless, we expect earning a degree from San Francisco State University to contribute to this educational goal. Therefore, we recommend that the campus collect data related to this goal at least every four years, even if the data are not tied to specific courses. These data may include self-report assessments of how one’s education contributed to these qualities or self-reports of related behaviors (e.g., curiosity can be reflected in self-selected reading or subsequent study, responsibility and accountability might be measured in terms of volunteer work, leadership might be demonstrated in roles assumed, etc.). Data from alumni would be especially useful in assessing educational goal #6.

Recommending specific assessment tools and procedures is beyond the scope of the charge given to the GRTF. In the context of our other discussions, the GRTF explored assessment only briefly. We met with experts on electronic portfolios and discussed how they could be valuable for learning as well as assessment (formative and summative). Academic Technology provided preliminary budget information addressing a variety of cost scenarios and a projected three to five year plan to implement campus-wide electronic portfolios for students. They felt that an incremental build-out would be the best approach. Our discussion raised several questions, and we recommend that the Academic Senate seek additional information, review, and recommendations regarding assessment from the following individuals and groups:

- Director of Academic Technology
- Associate VP Academic Planning & Educational Effectiveness
- Faculty Liaison for ePortfolio Project
- Online Teaching and Learning Coordinator
- General Education Council
- Committee on Written English Proficiency
- University Academic Assessment Advisory Committee
- The Committees we have recommended review courses in the new program

Potential Resource Implications of Proposed Degree Requirements

The Academic Senate asked the Graduation Requirements Task Force (GRTF) to provide some information about the potential resource implications of its recommendations. Our comments about such implications are organized around the following topics: overall impact, the five areas named in Executive Order 1033 (Areas A – E), overlays, majors, minors, certificates, complementary studies, and course level.

Overall Impact

Overall, the recommendations of the GRTF reduce the number of required units, increase the available options for students, and allow for unlimited double counting among requirements. All of these
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factors should facilitate graduation, and thus potentially yield a more efficient use of general funds in educating students. How the recommendations will impact individual programs and colleges is more difficult to predict, because there are so many unknowns. Chief among the unknowns are (1) the degree to which programs will choose to propose their courses for various requirements and (2) which courses students will elect to take given the greater flexibility found in the proposed program. What we will cover here are shifts in the curriculum that might result in shifts in resources, but we cannot know for sure what will happen or what will be needed.

English Language Communication and Critical Thinking (Area A)

The number of units the GRTF is recommending in Area A is the same as the current number of units. We are proposing new course expectations and student learning outcomes that are aligned with the educational goals, but we don’t expect these curricular revisions to lead to greater costs or to major shifts in which programs are providing this curriculum.

Scientific Inquiry and Quantitative Reasoning (Area B)

In Area B, the following categories retain the same number of units as in our current program: Physical Science, Life Science, Lab, and Mathematics/Quantitative Reasoning. The GRTF is recommending the deletion of the Integrative Science category, which consists of three units. However, this reduction is offset by our recommendation to require every student to complete an upper division science course. In our current program, students might take an upper division science course, but they are not required to do so, and most clusters do not contain upper division science courses. The Integrative Science course was required of first-year students only; the upper division science course will be required of every student. This difference might increase the number of science courses needed. On the other hand, some students were already taking upper division science courses, when fulfilling what we now call Segment III.

Arts and Humanities (Area C)

In our current program, students could take all of their units for Area C in either the arts or the humanities. This practice is not consistent with Executive Order 1033. The proposed requirements are consistent with 1033 in that they require at least one course in the arts and one course in the Humanities. Although this is a potential shift in distributions, we don’t expect this to have much of a resource impact because the change is likely to distribute itself fairly evenly between the arts and humanities.

Since studying the work of accomplished writers has for centuries, and throughout the world, provided students with valuable models that have proven to enhance their own writing, the GRTF is recommending that the one required humanities course be a literature course. This may result in fewer enrollments in other humanities courses. However, students may enroll in those humanities courses as an option in Area C3, as part of the upper division general education requirements, as part of a complementary studies requirement, or as an elective. We are not anticipating a significant shift of resources among the humanities.
Our current program permits students to take a course in Category D: Active Creative Participation in Area C: Humanities and Creative Arts. This category does not exist in the proposed structure and the course expectations and student learning outcomes for the arts are sufficiently different from those being proposed that the kind and number of courses approved from the arts might change. Below are the current expectations and outcomes:

- Exploration of a medium (or combined media) of artistic expression, active involvement in an art form, and a critical understanding of the creative process (minimum of 2 units).
- An understanding of aesthetic perception and an awareness of the significance of the creative and aesthetic dimensions of students’ experiences.
- Developing an introductory-level proficiency in one of the creative arts.

Currently, students can count one course in a language other than English (Category E: Languages Other than English) in Area C: Humanities and Creative Arts. However, courses taught in languages other than English would probably not meet the proposed criteria for Area C for two reasons: (1) elementary language courses do not meet the proposed course expectations and student learning outcomes and (2) more advanced courses taught in languages other than English that could meet the course expectations and student learning outcomes require more prerequisites than are allowed by the proposed policy. Thus, the GRTF’s proposal could reduce enrollments in languages other than English courses. These reductions might be offset by those programs offering literature courses taught in translation or by students choosing language courses in a complementary studies requirement or as electives.

Requiring an upper division course in three domains of knowledge, when previously science courses constituted a small percentage of the courses students took for upper division general education, may reduce the enrollment in upper division arts or humanities courses taken for those purposes. However, requiring at least one upper division course in the sciences, the arts or humanities, and the social sciences ensures that our students complete at least one advanced course in these domains on our campus, and that they complete the number of units required by E.O. 1033 for each of these domains of knowledge.

**Social Sciences (Area D)**

The campus currently requires twelve units in social sciences and six more units in American Institutions. The GRTF recommends that Area D consist of six units of social sciences (3 lower division and 3 upper division) and six units of American Institutions. It is common for many community college transfer students to fulfill six units of social sciences with six units of American Institutions. With the GRTF’s recommendation regarding social sciences, first-year and some transfer students will take fewer units in social sciences, outside of those fulfilling American Institutions, as part of university-wide requirements than they are taking currently. This enrollment loss might be offset somewhat by students electing to take social sciences as part of complementary studies or electives. In addition, the proposed American Ethnic and Racial Minorities Requirement (AERM) may add to social science enrollments. We currently require AERM courses of first-year students only; the GRTF is proposing that it be required of all students. In the proposal, the AERM requirement may be fulfilled by any discipline, but it seems probable that a higher percentage of AERM approved courses are likely to occur in the social
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sciences than in the other domains of knowledge. The GRTF is replacing the current Cultural, Ethnic, and Social Diversity Requirement (CESD) with two overlay requirements: Global Perspectives (GP) and Social Justice (SJ). Again, these courses could come from any discipline, but more of them are likely to be found in the social sciences.

Requiring an upper division course in three domains of knowledge, when previously science courses constituted a small percentage of the courses students took for upper division general education, may reduce the enrollment in social science courses taken for those purposes. However, requiring at least one upper division course in the sciences, the arts or humanities, and the social sciences ensures that our students complete at least one advanced course in these domains on our campus, and that they complete the number of units required by E.O. 1033 for each of these domains of knowledge.

Lifelong Learning and Self-Development (LLD) (Area E)

We currently fulfill LLD as an overlay on other general education courses. The GRTF is recommending that we continue that practice and expand the overlay to include any appropriate course whether in university-wide requirements, major, minor, certificate, complementary studies, or elective. In the past, we have used a very loose definition of what constituted an LLD course. That practice was probably in violation of Executive Order 595 and its replacement, Executive Order 1033. The proposed course expectations and student learning outcomes are more clearly linked to 1033 and they provide a narrower definition. This narrower definition is likely to reduce the kind of courses that are approved as fulfilling LLD, but expanding the overlay to anywhere in the curriculum should offset this reduction. Since we are proposing LLD as an overlay, we are not anticipating increased monetary costs associated with these changes.

American Ethnic and Racial Minorities (AERM)

Presently, first-year students must complete an American Ethnic and Racial Minorities (AERM) course. The GRTF’s proposal is to require such a course for all students, first-year and transfer, as an overlay on any course, those in university-wide requirements, majors, minors, certificates, complementary studies, or electives. Because we are proposing AERM as an overlay, we are not anticipating increased monetary costs associated with these changes. However, because we are proposing it for all students, we may need more courses with this designation than we currently have. On the other hand, this requirement is consistent with the rich history and values of San Francisco State University and we expect faculty to be able to meet the curricular need. In fact, there may be courses we are currently offering that are not now but could be designated as AERM courses. An AERM requirement for all students will support our educational goals of appreciating diversity and social justice. The external reviewers encouraged us to capitalize on this strength of our university.

Global Perspectives (GP)

The GRTF is recommending an overlay requirement in Global Perspectives, which shares some similarities with the current Cultural, Ethnic, and Social Diversity (CESD) requirement. The Global Perspectives overlay is consistent with the strategic goal of increasing “international experiences, perspectives, and competencies.” Because we are proposing GP as an overlay, we are not anticipating
increased monetary costs associated with these changes. However, because we are proposing it for all students, we may need more courses with this designation than we currently have. Still, given its consistency with our strategic goals, we feel confident that faculty can meet this curricular goal.

Social Justice (SJ)

As part of our current upper division general education requirements, students must complete a course in Cultural, Ethnic, and Social Diversity (CESD) as an overlay. The GRTF is proposing that the CESD requirement be replaced with a Social Justice (SJ) overlay that could be met not only in upper division general education but anywhere in the curriculum (other university-wide requirements, majors, minors, certificates, complementary studies, and electives). Because we are proposing SJ as an overlay, we are not anticipating increased monetary costs associated with it. We think the title shift in the requirement will communicate our commitment to social justice more clearly.

Majors, Minors, and Certificates

The GRTF recommends very generous double counting rules and urged the Academic Senate to encourage major, minor, and certificate programs to consider reducing the number of units required in each and to consider adding lower division courses. We are recommending that majors allow a minimum of 6 units of lower division units to count toward the major. Any changes in these directions should reduce time to degree and the associated costs.

Complementary Studies

The complementary studies requirement for students earning Bachelor of Arts degrees would be a new requirement and therefore could potentially delay graduation. However, the educational benefits outweigh an unlikely delay. With a major of 45 units (maximum) and 48 units of university-wide requirements, BA students would have 27 additional units to take (assuming no double counting) to reach the required 120 for a degree. Since the GRTF is also proposing very generous double counting rules, there would likely be even more units available. Within this context, BA students should have no problems completing 12 units in complementary studies within the minimum number of units required for the degree. Further, some majors already include units from disciplines outside of the primary prefix as part of the major. Completing complementary studies increases the probability that students can integrate knowledge across disciplines (stated in educational goal #5) and will increase their preparation for likely changes in careers. Further, once students have taken twelve units in complementary studies, they may choose to take additional courses and complete a minor or certificate. Complementary studies may be built out of existing courses. The complementary studies requirement could give students a place to utilize courses in a language other than English that would probably not be available in Area C because of the proposed course expectations, student learning outcomes, and prerequisite rules. Encouraging students to study languages other than English contributes to our goals of internationalizing the curriculum and appreciating diversity.
In the current program, General Education Segment II may be completed with both lower division and upper division courses. The GRTF recommends that general education consist of 39 units of lower division and 9 units of upper division. This is the distribution currently completed by community college transfer students and it seems equally appropriate for first-year students. The 39 units of lower division are designed to provide foundational skills and knowledge for subsequent study. This recommended shift will require curricular revisions, but it should not lead to higher financial costs in delivering the curriculum. The shift should provide more courses for first and second year students to take and such additions are needed given the increasing number of lower division students. For similar reasons, we have recommended that the Academic Senate encourage programs to look at their requirements for majors, minors, and certificates and consider increasing the lower division options.

Permitting students to fulfill some general education requirements by completing similar requirements in their major will probably reduce the number of courses in general education that are primarily there so majors may double count them (see section entitled “Process to Request University-Wide Requirements to be met Upon completion of the Major”). While such a shift may change the kind of students taking certain courses, it is not likely to have a financial impact as the same number of students will be served in either major or GE courses. The GRTF considers it appropriate that general education courses focus on the needs of students in general rather than majors, and at the same time it recognizes that in certain areas, majors would benefit from taking more advanced courses.

A Brief History of the Recommendation Process

In fall 2005, the Academic Senate at San Francisco State University set in motion a review of all requirements for baccalaureate degrees with Academic Senate policy F05 – 237:

The Graduation Requirements Task Force is charged with developing a plan for implementing changes to the current university-wide baccalaureate degree requirements based on a review of the self-study and the external reviewers’ recommendations, and broad consultation with the campus community. Its members shall also develop a plan for the administration of the university-wide baccalaureate degree requirements, and for their continual improvement. The Graduation Requirements Task Force shall:

1. conduct a thorough review of the self-study and the external reviewers’ recommendations;
2. study the viability of implementing each of the external reviewers’ recommendations at SFSU, and how the implementation of each recommendation could be administered, monitored, and adjusted and improved over time;
3. use an open and consultative process that draws input from the broadest possible spectrum of faculty, students, staff, recently graduated alumni, and other members of the campus community in the development of its plan;
4. prepare a revised philosophy of university-wide baccalaureate degree requirements for SFSU based on its review of relevant documents, its study of the viability of possible changes to baccalaureate degree requirements, and its consultation with the campus community;
5. develop a viable revision to the current university-wide baccalaureate degree requirements that reflects this revised philosophy;
6. report to the Academic Senate at the beginning of each semester and consult regularly with the Office of Academic Affairs; and
7. present its report for proposed revisions to university-wide baccalaureate degree requirements to the Academic Senate for review and action via the appropriate Senate committee.

Various groups on campus completed self-studies in spring 2006 which were submitted to a team of external reviewers: Kenyon Chan, President of Occidental College; Jacquelyn Kegley, former Chair of the Statewide CSU Academic Senate and professor of philosophy at CSU-Bakersfield; and Robert Shoenberg, a senior fellow at the Association of American Colleges and Universities and educational consultant. The external reviewers submitted their report in December of 2006. The quoted material below reflects their primary recommendation:

“Our conversations left us with a general impression that teachers and students are not deeply dissatisfied with the GEP [General Education Program] but that they find a lot of things wrong with it. . . . The current GEP has many problems which may be individually correctable but which in their totality may require rethinking of the entire program from the ground up. . . . More than anything else, SFSU needs a refreshed statement of educational purpose that includes both general education and the major as part of a unified whole that provides clear direction for the undergraduate program.

The external reviewers recommended that the campus begin by developing “a clear and coherent statement of purposes for baccalaureate education as a whole.” The Graduation Requirements Task Force embraced this recommendation which was also consistent with charge #4 found in the Academic Senate Policy creating the GRTF (S F05 – 237, noted above). Consistent with charge #3 “to use an open and consultative process,” the Task Force collected information regarding preferred educational goals from a variety of sources: multiple sessions at the San Francisco State University’s Faculty and Staff Development retreat in January 2007, individual responses from faculty and staff to an online survey, and recommendations from various groups. All departments, programs, colleges, and university-wide standing curriculum committees were invited to submit their recommendations to the Task Force. After considering the submitted recommendations, as well as the goals found at other universities and those recommended by the Association of American Colleges and Universities (AAC&U), the Task Force prepared a draft document of six broad educational goals for baccalaureates at San Francisco State University. The draft was presented to the Academic Affairs Council and the Academic Senate with a request for feedback and a campus-wide survey was conducted on the draft. The GRTF made revisions based on the feedback and the revised “Educational Goals for the Baccalaureate at San Francisco State University” was endorsed by the Academic Senate on March 11, 2008.

The educational goals document served as the philosophy to inform “viable revision to the current university-wide baccalaureate degree requirements” (charge #5 above). Again, consistent with charge #3 “to use an open and consultative process,” the GRTF collected information regarding degree requirements, policies and practices from a variety of sources. Prior consultations about educational goals had also yielded recommendations regarding requirements. In addition, the GRTF reviewed documents regarding such changes for campuses recommended by the external reviewers and members
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of the GRTF, and consulted with individuals who were identified as key contributors to the formulation of such requirements and policies in the past [e.g., Jennifer Matos from California State University, Northridge, Gail Evans (then) of San Jose State University, Anita Silvers from San Francisco State University]. The GRTF had conversations with President Corrigan and (then) Provost Gemello regarding baccalaureate requirements, the Liberal Education and America’s Promise (LEAP) statement by AAC&U, and state-wide initiatives. GRTF members attended two AAC&U conferences to gather information about goals, requirements, and assessment activities for baccalaureate degrees throughout the country. Darlene Yee, one of the campus state-wide Academic Senators, provided the GRTF with valuable information about state-wide initiatives. CSU executive orders 405, 595, and 1033 governing general education and statutory requirements in the CSU system were reviewed. The GRTF consulted with all of the following additional individuals on campus:

- Maggie Beers, Director of Academic Technology
- Betsy Blosser, Chair of the Committee on Written English Proficiency
- Linda Buckley, Assoc. VP Academic Planning & Educational Effectiveness
- Ruth Cox, Faculty Liaison for ePortfolio Project
- Jerry Eisman, Director for Institute for Civic and Community Engagement
- Kevin Kelly, Online Teaching and Learning Coordinator
- Mary Soliday, Director Writing Across the Curriculum and Writing in the Disciplines
- Kendra Van Cleave, Chair of the Committee on Written English Proficiency

The GRTF established a website where members of the campus community could acquire information about its activities and see documents and drafts that were informing its decisions. When given permission to do so, the GRTF posted recommendations from colleges, the library, and other groups on its website. The meetings of the GRTF were open and members of the campus were invited to attend meetings; a handful of individuals not on the GRTF chose to attend meetings on a regular basis or occasionally.

In fall 2008, the GRTF presented a draft proposal for upper division general education to the Academic Senate. This draft proposal was discussed at two campus-wide meetings and the entire campus was invited to participate in an electronic survey about the proposal. A proposal for lower division general education was presented at San Francisco State University’s Faculty and Staff Development Retreat on January 22, 2009 and to the Department Chairs and Program Directors on February 6, 2009. Based on feedback to these drafts, the GRTF considered several alternative proposals and then sought campus feedback on a number of issues. This feedback was sought in a number of ways. Four-person teams, consisting of the Chair of the GRTF, the Chair of the Academic Senate, the Dean of Undergraduate Studies, and the designated GRTF representative met with the following groups: eight college councils, the library management team, associated students, enrollment and student services professionals, advising professionals, and the Liberal Studies Council. The Dean or similar leader of each of these units was asked to provide written feedback on several issues and on any topic of interest to their group. All faculty and staff were informed of these team meetings and requests for feedback, and they were encouraged to contact their representative on the GRTF. Responses from these units were posted on the GRTF website at http://dus.sfsu.edu/grtf/feedback/feedback.html.

The General Education Council submitted recommendations for the process of approving courses for requirements both initially and as an ongoing process. Gail Evans, Dean of Undergraduate
Studies provided us with a recommendation for a process to approve the completion of majors as fulfilling specific requirements. Linda Buckley, Associate Vice President for Academic Planning and Educational Effectiveness, worked with Susan Shimanoff, Chair of the GRTF, to draft an initial assessment plan that was submitted to the GRTF for its review.

The GRTF reviewed the feedback and suggestions it received and continued to evaluate various proposals in the fall 2009 semester for an additional sixteen hours of in-person meetings and extensive email discussions. The Chair of the GRTF logged 2,120 emails in 2008-2009 and another 579 from July 2009 to October 2009 related to the work of the GRTF. On October 28, 2009, the GRTF concluded its decision-making process. Final revisions were made in the report and the report was submitted to the Academic Senate on November 18, 2009.

**Relationship between Recommendations and Comments by External Reviewers**

The external reviewers offered several observations and suggestions for our consideration. These recommendations can be grouped into four categories: (1) the overall degree program, (2) specific courses, (3) structure, and (4) governance. Each of these is briefly discussed below in relationship to the recommendations of the GRTF.

**The Overall Degree Program**

The external reviewers recommended that we ground our process of reviewing degree requirements by having the campus develop clear educational goals and by building an integrated program that reinforced those goals across the curriculum. They warned against a “one-course one-requirement” model, both because such models lead to too many requirements and because they fail to reinforce key goals across multiple courses. The educational goals statement, submitted to the Academic Senate and subsequently endorsed by that body, began with an open invitation for campus discussion and input. After more than a year of extensive consultation, the campus approved an educational goals statement. This statement then governed the development of student learning outcomes designed to reinforce the goals across the curriculum and to build connections across multiple courses. We also recommend that majors, minors, and certificates demonstrate their contribution to at least four of the six educational goals.

The reviewers encouraged us to focus on ways of knowing, inquiry skills, and habits of reading. These recommendations are manifested in student learning outcomes for all of the university-wide requirements. We have also recommended integrating information competency skills across the curriculum rather than relying on the single online test that we currently use. The external reviewers recommended maintaining applied liberal arts features, which the GRTF has done in the educational goals and student learning outcomes. Finally, the reviewers recommended developing outcome assessments that might include capstone experiences and portfolio development. While the GRTF has made recommendations regarding assessment, more work in this area is needed. We have stopped short of recommending required capstones or electronic portfolios for all students. Electronic portfolios seem like a promising tool, but at this time we recommend further study.
Specific Courses

While the campus and the GRTF embraced most of the reviewers’ recommendations for the overall degree program, we did not endorse many of their recommendations for specific courses. For example, we did not recommend first year or transfer seminars. While both can be useful, the campus was eager to reduce the number of units in university-wide requirements, not increase them. The GRTF has included course expectations and student learning outcomes in Area A that are often associated with first-year-experience courses. This kind of inclusion has worked well for students who are enrolled in our current first-year intensive reading and writing courses and we are recommending extending this kind of attention to all courses found in Area A (oral communication, written communication I and II, and critical thinking). We hope that the GWAR courses can provide similar experiences for transfer students. We also recommend mandatory orientations for first-year and transfer students. Four years after the GWAR and the new degree program have been fully implemented, we recommend that the Academic Senate conduct a review to determine if adjustments are needed in meeting the needs of first-time students and new transfers.

The external reviewers made several recommendations regarding writing requirements: (1) keep first-year composition, (2) eliminate English 214 and its equivalents, (e) require a junior level writing course for all students, and (3) require two writing intensive courses in the major. We are recommending keeping a first-year composition course. Similarly, neither the campus nor the GRTF thought it was wise to eliminate our second composition course. Our students need the additional instruction in writing and the second composition course provides useful preparation for our GWAR courses. However, the GRTF agreed with the campus Writing Task Force that the 214s needed to be revised and we are recommending several changes: (1) revised course expectations and student learning outcomes, (2) readings from multiple genres and disciplines rather than exclusively literary ones, and (3) reading and writing linked to the overall goals for the baccalaureate rather than exclusively literary texts. The campus is already in the process of implementing a junior level writing course for all students and we affirm this decision. We also recommend that writing intensive experiences at the senior level, as defined by the program, be required in every major.

The external reviewers suggested providing a global context for the American Institutions history and government requirement, and including international studies as part of the upper division general education requirement. While these specific recommendations were not embraced by the GRTF, we have included references in the student learning outcomes to global perspectives in both lower and upper division requirements. We did not require the addition of a global context for American Institutions, as the CSU requirements for such courses are already demanding. Instead, we are recommending requiring an overlay requirement in Global Perspectives for all students.

The external reviewers recognized our campus’ rich history in curriculum that addresses issues related to American ethnic and racial minorities and to social justice, and they encouraged us to capitalize on these strengths. Here the GRTF agreed with the external reviewers and we have manifested this agreement in two of the six educational goals, in course expectations and student learning outcomes for university-wide requirements, and by requiring overlays of all students, first-year and transfer, in American Ethnic and Racial Minorities and Social Justice.
The external reviewers thought our upper division GE program should be “problem-focused, interdisciplinary and integrative.” The three options we are proposing for fulfilling upper division GE are consistent with these criteria. All three options require course work across three domains of knowledge (sciences, arts and humanities, and social sciences). The learning outcomes for all options include applications of knowledge to problems. The Integrative Studies option is designed to yield the tightest integration across bodies of knowledge, but it is also likely to demand the most work by faculty to make this integration possible and it will probably yield the most restrictive scheduling of the three options for students. The other two options, Topical Perspectives and Study Abroad, are likely to produce less systematic integration, but they are also likely to be easier to administer and to be more accessible to students. Together we believe the three options provide a good balance between ideal integration and reasonable practicality for our large student body.

Structural Recommendations

The external reviewers made four structural recommendations: (1) create cohorted courses, (2) increase the number of double-credit courses, (3) reduce the number of required units, and (4) reduce the size of some majors. While the GRTF values learning communities that grow out of cohorted courses, practical constraints of our large student body kept us from recommending that such groupings be required. We support any reasonable grouping that works with our practical constraints. The GRTF embraced the three other structural recommendations. We recommend (1) implementing generous double counting rules, (2) reducing the number of required units in university-wide requirements from 57-60 to 48, and (3) examining compliance with the Academic Senate policy on the size of majors, which might result in reducing the size of some majors.

Governance Recommendations

We currently have nine committees that review university-wide requirements: (1) General Education Council, (2) Segment I, (3) Segment II: Science, (4) Segment II: Arts and Humanities, (5) Segment II: Behavioral and Social Science, (6) Segment III (which includes the review of Cultural, Ethnic, and Social Diversity), (7) American Ethnic and Racial Minorities, (8) Lifelong Learning and Self-Development, and (9) American Institutions. The external reviewers recommended that we have only one graduation requirements committee. The GRTF recommends different committee structures depending on the phase of review. Because the GRTF is expecting that hundreds of courses may be proposed for university-wide requirements when the new curriculum is implemented, it is recommending several committees for the initial phase. For the ongoing review and maintenance of the program, the GRTF recommends that the seven current committees be reduced to three: (1) Baccalaureate Requirements Committee, (2) Lower Division Certification Committee, and (3) Upper Division Certification Committee. The external reviewers recommended that approved courses be reviewed every 3-5 years. The assessment plan proposed by the GRTF would result in approved courses being reviewed every four years.
Relationship between Recommendations and LEAP and Executive Order 1033

As part of its review, the Graduation Requirements Task Force (GRTF) researched best practices in undergraduate education. This research included reviewing curricula and programs from other institutions, as well as consultations with experts on General Education revisions. One of the documents that the GRTF reviewed was the 2007 Association of American Colleges and Universities’ (AAC&U) recommendations published in “College Learning for the New Global Century: A Report from the National Leadership Council for Liberal Education and America’s Promise,” known as the LEAP recommendations. AAC&U is the leading national association concerned with the quality, vitality, and public standing of undergraduate liberal education. SF State is both a member institution of AAC&U and a LEAP campus.

The LEAP Report focuses on four Essential Learning Outcomes that may guide students toward becoming responsible, educated citizens in the 21st Century:

- **Knowledge of Human Cultures and the Physical and Natural World**
  - Through study in the sciences and mathematics, social sciences, humanities, histories, languages and the arts
  - *(Focused by engagement with big questions, both contemporary and enduring)*

- **Intellectual and Practical Skills**
  - Inquiry and analysis
  - Critical and creative thinking
  - Written and oral communication
  - Quantitative literacy
  - Information literacy
  - Teamwork and problem solving
  - *(Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards of performance)*

- **Personal and Social Responsibility**
  - Civic knowledge and engagement – local and global
  - Intercultural knowledge and competence
  - Ethical reasoning and action
  - Foundations and skills for lifelong learning
  - *(Anchored through active involvement with diverse communities and real-world challenges)*

- **Integrative Learning**
  - Synthesis and advanced accomplishment across general and specialized studies
  - *(Demonstrated through the application of knowledge, skills and responsibilities to new settings and complex problems)*
These Essential Learning Outcomes were also adopted by the CSU in summer 2008 as the standard for all General Education Programs (http://www.calstate.edu/EO/EO-1033.html). The document states that, “each CSU campus shall define its GE student learning outcomes to fit within the framework of the four ‘Essential Learning Outcomes’ drawn from the Liberal Education and America’s Promise (LEAP) campaign, an initiative of the Association of American Colleges and Universities.”

John Tarjan, Chair of the Academic Senate CSU and former chair of the system’s General Education Advisory Committee, had this to say about the use of the LEAP outcomes in general education: “Incorporating the LEAP framework into our general education curriculum should help students to more clearly focus on the skills, abilities, and attitudes necessary not only for success in the classroom, but also in their careers, as they engage in lifelong learning, and as they become community leaders.”

In accordance with CSU Executive Order 1033, San Francisco State students who complete the university-wide baccalaureate degree requirements should be able to demonstrate the four Essential Learning Outcomes drawn from the LEAP campaign. Educational Goals (in bold below) endorsed by the Academic Senate of San Francisco State University are easily “mapped” to the four LEAP Outcomes (in bullet format below the goals):

1. Competencies for Lifelong Intellectual Endeavor
   • Intellectual and Practical Skills
2. Intellectual Attainments
   • Knowledge of Human Cultures and the Physical and Natural World
3. Appreciation of Diversity
   • Personal and Social Responsibility
4. Ethical Engagement
   • Personal and Social Responsibility
5. Integration and Application of Knowledge
   • Integrative Learning
6. Qualities of Mind and Spirit
   • Personal and Social Responsibility and Integrative Learning

Executive Order 1033

Executive Order 1033 (EO 1033), “CSU General Education Breadth Requirements,” governs general education requirements in the California State University system. The recommendations of the GRTF are consistent with this executive order, which is briefly described below and can be found in its entirety at http://dus.sfsu.edu/grtf/Main/resources_assets/EO-1033.pdf.

EO 1033 requires a minimum of 39 units of lower division General Education, and 9 units of upper division, for a total of 48 units. Instruction approved to fulfill the following subject-area distribution requirements should recognize the contributions to knowledge and civilization that have
been made by members of diverse cultural groups and by women as well as men. The subject area
distribution is as follows:

**Area A: English Language Communication and Critical Thinking** (Minimum of 9 semester units; one course in each subarea)

- **A1** Oral Communication (3 semester units)
- **A2** Written Communication (3 semester units)
- **A3** Critical Thinking (3 semester units)

**Area B: Scientific Inquiry and Quantitative Reasoning** (Minimum of 12 semester units; one course each in subareas B1, B2, and B4, plus lab activity related to one of the completed science courses)

- **B1** Physical Science (3 semester units)
- **B2** Life Science (3 semester units)
- **B3** Laboratory Activity associated with a course in either B1 or B2
- **B4** Mathematics/Quantitative Reasoning (3 semester units)

**Area C: Arts and Humanities** (Minimum of 12 semester units; at least one course completed in subareas C1 and C2)

- **C1** Arts: Arts, Cinema, Dance, Music, Theater (3 semester units)
- **C2** Humanities: Literature, Philosophy, Languages Other than English (3 semester units)

**Area D: Social Sciences** (Minimum of 12 semester units dealing with human social, political, and economic institutions and behavior and their historical background; up to six units may be used to meet both general education and the history/government requirement)

**Area E: Lifelong Learning and Self-Development** (Minimum of 3 semester units)

**Upper Division:** At least nine semester units of General Education must be upper division level, taken no sooner than the term in which upper division status (completion of 60 semester units) is attained. (The nine upper division units may be included in the units for subject Areas A-E above).

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**Relationship between Recommendations and San Francisco State University’s Strategic Plan and Mission**

San Francisco State University’s strategic plan for 2005-2010 identifies seven goals: (1) social justice, (2) writing, (3) post baccalaureate education, (4) international development, (5) full participation, (6) resource to the community, and (7) institutional purpose. http://air.sfsu.edu/planning/plan05-10.html Except for the third goal, which does not pertain to baccalaureate degrees, each goal is discussed below in relationship to the GRTF’s recommendations.
Strategic Goal I: Social Justice. “San Francisco State University demonstrates commitment to its core values of equity and social justice through the diversity of its students and employees, the content and delivery of its academic programs and support systems, and the opportunities for both campus and external constituencies to engage in meaningful discourse and activity.”

GRTF’s Recommendations: Social justice and appreciation of diversity are named in “Educational Goals for the Baccalaureate at San Francisco State University,” which served as the foundation for all of the GRTF’s recommendations. Social justice and/or appreciation for diversity, as options to be considered, appear in the course expectations or student learning outcomes for 17 out 22 requirements. Two of the nine topical perspectives for upper division GE focus on human diversity or social justice. The overlay requirements of American Ethnic and Racial Minorities and Social Justice will also contribute to achieving the strategic goal of social justice. Majors must meet at least four of the six educational goals and some majors will surely choose to address social justice.

Strategic Goal II: Writing. “San Francisco State University makes writing central to education and ensures that its graduates write proficiently.”

GRTF’s Recommendations: The GRTF recommends writing intensive experience across all four years of the baccalaureate and library research in seven requirements that are likely to lead to writing. It encourages faculty to increase their use of informal and formal writing with feedback and revision wherever this is feasible. We also recommend more support for faculty development in this area.

Strategic Goal IV: International Development. “San Francisco State University provides its students, faculty, and staff with international experiences, perspectives, and competencies.”

GRTF’s Recommendations: The educational goals statement refers to students being able to contribute to the well-being of people of the world and applying knowledge in global communities. The GRTF recommends that every student complete at least one course with a Global Perspectives designation. One of the topical perspectives for upper division GE is World Perspectives, where all the courses will provide international perspectives. Further, references to global perspectives, as options to be considered, appear in the course expectations or student learning outcomes for 17 of 22 requirements. The GRTF also is recommending that students be able to complete their upper division GE requirement in approved study abroad programs. International experiences are enhanced by learning languages. The complementary studies requirement for BA students, recommended by the GRTF, includes studying languages other than English as one option for fulfilling that requirement. Students who select this option, with the approval of the major program, will be better prepared for study abroad.

Strategic Goal V: Full Participation. “San Francisco State University provides its students, faculty, and staff with the resources that enable them to participate fully in university life.”

GRTF’s Recommendations: Course expectations and student learning outcomes that are commonly found to be valuable to first year students have been embedded in our recommendations for courses in Area A. The GRTF also recommends the development of mandatory orientation for first year and transfer students. These recommendations along with those for high-impact educational practices are meant to increase student participation in university life.
Strategic Goal VI: Resource to the Community. “San Francisco State University is a recognized leader in providing intellectual, social, and cultural resources to the expanded community.”

GRTF’s Recommendations: Contributions to local or global communities are referenced in the course expectations or student learning outcomes in 18 out of the 22 requirements. San Francisco State University already involves about 6,000 students a year in serving communities and the GRTF is recommending expanding those activities.

Strategic Goal VII: Institutional Purpose. “San Francisco State University’s internal and external constituencies understand its purpose and find these a source of connection and pride.”

GRTF’s Recommendations: The San Francisco State University mission statement values “education that is academically rigorous and intellectually challenging” and “curricula that reflect all dimensions of human diversity, and that encourage critical thinking and social and cultural awareness.” These principles are integrated and reinforced in the educational goals for the baccalaureate, course expectations, and student learning outcomes in multiple requirements. Faculty and students are encouraged to look at how specific course requirements are linked to the goals, and in Written Composition II, students will be writing essays on topics related to the educational goals. This reinforcement across the curriculum should provide a greater understanding and pride in our collective goals.

Electronic Links to Related Documents

Throughout this report there are references to other documents which informed our decisions. Below we have provided electronic links to such documents.

Charge to the Graduation Requirements Task Force
http://dus.sfsu.edu/grtf/Main/resources_assets/F05-237.pdf

Executive Order 405: Graduation Requirements in US History, Constitution and American Ideals

Executive Order 1033: General Education Breadth Requirements
http://dus.sfsu.edu/grtf/Main/resources_assets/EO-1033.pdf

High-Impact Educational Practices
http://www.aacu.org/leap/hip.cfm

Liberal Education and America’s Promise (LEAP)
http://www.aacu.org/leap/index.cfm

San Francisco State University Strategic Plan
http://www.sfsu.edu/strategicplan/
Graduation Requirements Task Force Membership and Signatures

The current Graduation Requirements Task Force (GRTF) would like to thank the following individuals who either served on the GRTF previously or who attended multiple meetings and offered their expertise and perspectives:

Raul Amaya, Student
Linda Buckley, Associate VP Academic Planning & Educational Effectiveness
Robert Cherny, Dean of Undergraduate Studies
Wei Ming Dariotis, Chair of the Academic Policies Committee
Lorraine Dong, College of Ethnic Studies
Philip Dreyfus, College of Behavioral and Social Sciences
Laura Epstein, College of Education
Ed Ericson, College of Business
Earlene Frierson, Student Affairs
Helen Goldsmith, Undergraduate Studies
Courtney Good, Student
Minnie Graham, College of Education
Kate Hamel, College of Health and Human Services
Nancy Hayes, College of Business
Marlon Hom, College of Ethnic Studies
Jim Kohn, Chair of the Academic Senate
David Meredith, Chair of the Academic Senate
Mai Nguyen, Student Affairs
Erik Peper, General Education Council
Mary Soliday, Director of Writing Across the Curriculum and Writing In the Disciplines
Allyson Tintiangco-Cubales, College of Ethnic Studies
Ray Trautman, Chair of the Academic Policies Committee
Shawn Whalen, Chair of the Academic Senate
Megan Williams, College of Behavioral and Social Sciences

Members of the 2009-2010 Graduation Requirements Task Force respectively submit this report to the Academic Senate of San Francisco State University:
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