

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

Executive Summary

The recommendations that follow have been developed through a process that began in fall 2005. The process included self-studies, an external review, extensive consultations on and off campus, multiple proposals, anonymous surveys, formal and informal feedback, and revisions. The last time such a process was completed at San Francisco State University was 1981; thus, it would appear that revisions of baccalaureate degree requirements happen neither quickly nor often. Nonetheless, periodic reviews of degree requirements can be an important part of a university's well-being and development, ensuring that what a university values is reflected in its curriculum. 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 the degree in 48 units out of the 120 units needed for the degree. This recommendation is consistent with the minimum required in 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 is organized around the following topics:

- Educational Goals for the Baccalaureate at San Francisco State University
- Outline of University-Wide Requirements for Baccalaureate Degrees
- Course Expectations, Student Learning Outcomes, and Links to Goals for GE Courses
- Three Options for Completing Upper Division General Education
- Course Expectations, Student Learning Outcomes, and Links to Goals for Overlays
- Process for Approving Courses to Fulfill University-Wide Requirements
- Requirements for Majors
- Requirements for Minors
- Requirements for Certificates
- Rough Timetable for Implementation
- Assessment

- Potential Resource Implications of Proposed Degree Requirements
- A Brief History of the Recommendation Process
- Recommendations of External Reviewers and Those of GRTF
- Relationship between Recommendations and Executive Order 1033 and LEAP
- Graduation Requirements Task Force

Educational Goals for the Baccalaureate at San Francisco State University Endorsed by the Academic Senate March 11, 2008

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.

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. Overlay requirements may be fulfilled with any course (one in general education, a major, a minor, a certificate, or an elective) that carries the overlay designation, and thus overlay baccalaureate requirements can be completed without taking additional units. A single course may be in more than one place among university-wide requirements if it meets all of the course expectations and student learning outcomes.

Minimum total of 48 units of university-wide requirements
(Area A1) Lower Division Oral Communication (3 units)
(Area A2) Lower Division Written English Communication I (3 units)
(Area A3) Lower Division Critical Thinking (3 units)
(Area A4) Lower Division Written English Communication II (3 units)
(Area B1) Lower Division Physical Science (3 units)
(Area B2) Lower Division Life Science (3 units)
(Area B3) Lower Division Lab Science (0 additional units, if linked to B1 or B2)
(Area B4) Lower Division Mathematics/Quantitative Reasoning (3 units)
(Area C1) Lower Division Arts (3 units)
(Area C2) Lower Division Humanities: Literature (3 units)
(Area C3) Lower Division Arts and/or Humanities (3 units)
(Area D1) Lower Division Social Sciences (3 units)
(Area D2) Lower Division Social Sciences: US History (3 units)
(Area D3) Lower Division Social Sciences: US & CA Government (3 units)
(Area B5) Upper Division Physical and/or Life Science (3 units)
(Area C4) Upper Division Arts and/or Humanities (3 units)
(Area D4) Upper Division Social Sciences (3 units)
Overlay American Racial and Ethnic Minorities (0 additional units)
Overlay Lifelong Learning and Self-Development (0 additional units) (also Area E)

Overlay Social Justice (0 additional units)

The Graduation Requirements Task Force is recommending (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 (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), without courses appropriate to a particular major, also having to be available to students in general.

Similarly, the GRTF recommends unlimited double counting between courses that fulfill university-wide requirements and courses in a minor, certificate program, or secondary focus (described in section on majors) provided the courses meet the specified course expectations and student learning outcomes. Although there may be some double counting between majors and minors or certificates, the GRTF recommends that at least 9 units in a minor or certificate be separate from units counted in the major. The GRTF recommends that students not be able to use a single course to fulfill both the AERM and the SJ overlays.

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. 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. 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

Area A: Lower Division English Language Communication and Critical Thinking

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

1. The course must be lower division, open to all students, and may not have prerequisites.
2. 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

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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.

3. 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.
4. 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.
5. Some assignments or classroom activities should encourage the development of skills and strategies for working collaboratively.
6. 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, while a student and/or after graduation.
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 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

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;

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4. demonstrate skills for working collaboratively, to include 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.

Educational Goals	Student Learning Outcomes for Lower Division Oral Communication
1. Competencies for Lifelong Intellectual Endeavor	1, 2, 3, 4, 5
3. Appreciation of Diversity	6
4. Ethical Engagement	7
5. Integration and Application of Knowledge	8, 9

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).

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2. 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.
3. Readings will be drawn from a variety of sources from different disciplinary perspectives and integrated throughout the course.
4. Readings will encourage reflection on the self as student, learner, professional and global citizen, and will promote understanding and appreciation of human diversity.
5. At least one assignment must address some aspect of being a college student (e.g., (1) a self-reflection on one's personal literacy/intellectual history; (2) a review of an on-campus intellectual, social, or artistic event; (3) an exploration of a field of study and its related career opportunities; (4) a research-based analysis of issues facing new college students).
6. 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: (1) human diversity within the United States and/or globally; (2) ethical choices; (3) social justice; (4) the well-being of communities, nations, or the people of the world; (5) the sustainability of the natural environment, (6) applications of academic knowledge to what is important in one's own life, or (7) what unites us as human beings across time.
7. 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.
8. Assignments shall foster the understanding and value of academic integrity.
9. The course syllabus must include references to assignments that are described above as part of the course expectations.
10. 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)

(3units): After completion of a lower division general education course in Written English Communication I, students will

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;

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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 an avenue 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.

Educational Goals	Student Learning Outcomes for Lower Division Written Communication I
1. Competencies for Lifelong Intellectual Endeavor	1, 2, 3, 4, 5, 6, 7
4. Ethical Engagement	8

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. 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.
3. 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.
4. 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.
5. Some assignments or classroom activities should encourage the development of skills and strategies for working collaboratively.
6. The course syllabus must include references to assignments that are described above as part of the course expectations.
7. 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

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;

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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 states and does not misrepresent the strength of logical connections, does not mislead regarding the truth status of empirical claims, provides full citation or attribution of other people's views, adheres 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.

Educational Goals	Student Learning Outcomes for Lower Division Critical Thinking
1. Competencies for Lifelong Intellectual Endeavor	1, 2, 3, 4, 5, 6
4. Ethical Engagement	7

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. Assignments that 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.
3. Readings that (1) encourage students to reflect on topics related to the goals articulated in “Educational Goals for the Baccalaureate at San Francisco State University”; (2) come from a variety of sources, such as disciplinary texts, research reports, articles written for the general public, and literature; and (3) draw upon multiple domains of knowledge and engage questions and issues to which multiple disciplines can speak.
4. Assignments will encourage students to make connections across academic disciplines on subjects that have implications for themselves personally.

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5. 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.
6. The course syllabus must include references to assignments that are described above as part of the course expectations.
7. 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) (3units): After completion of a lower division general education course in Written English Communication II, students will

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 complex texts on topics related to the goals articulated in “Educational Goals for the Baccalaureate at San Francisco State University;” critically, 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 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;

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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.

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

Area B: Lower Division Scientific Inquiry and Quantitative Reasoning

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 a 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 3units): After completion of a lower division general education course in physical science, students will

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 that recognize 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.

Educational Goals	Student Learning Outcomes for Lower Division Physical Science
1. Competencies for Lifelong Intellectual Endeavor	3
2. Intellectual Attainments	1, 2, 4
4. Ethical Engagement	5

5. Integration and Application of Knowledge	6, 7
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Course Expectations for Lower Division Life Science (B2) (preferably including a lab (see B3) within 3units):

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 a 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 3units): After completion of a lower division general education course in life science, students will

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 that recognize 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.

Links Between Educational Goals and Outcomes for Lower Division 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 lower division life science. The numbers correspond to the way the educational goals and student learning outcomes are numbered above.

Educational Goals	Student Learning Outcomes for Lower Division Life Science
1. Competencies for Lifelong Intellectual Endeavor	3
2. Intellectual Attainments	1, 2, 4
4. Ethical Engagement	5
5. Integration and Application of Knowledge	6, 7

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

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 a 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.
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

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

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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 to 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.

Educational Goals	Student Learning Outcomes for Lower Division Lab Science
1. Competencies for Lifelong Intellectual Endeavor	3
2. Intellectual Attainments	1, 2, 4
4. Ethical Engagement	5
5. Integration and Application of Knowledge	6, 7

Course Expectations for Lower Division Mathematics/Quantitative Reasoning (B4) (3units):

1. The course must be lower division and open to all students who have passed 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 that information.

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

1. represent mathematical information symbolically, visually, numerically, and verbally;
2. interpret mathematical models such as formulas, 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.

Educational Goals	Student Learning Outcomes for Lower Division Mathematics/Quantitative Reasoning
1. Competencies for Lifelong Intellectual Endeavor	1, 2, 3, 4
2. Intellectual Attainments	1, 2, 3, 4
4. Ethical Engagement	7
5. Integration and Application of Knowledge	8

Area C: Lower Division Arts and Humanities

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 a 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

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, including print and digital, 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.

Educational Goals	Student Learning Outcomes for Lower Division Arts
1. Competencies for Lifelong Intellectual Endeavor	2
2. Intellectual Attainments	1
3. Appreciation of Diversity	3
4. Ethical Engagement	4
5. Integration and Application of Knowledge	5, 6

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 a 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

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.

Educational Goals	Student Learning Outcomes for Lower Division Humanities: Literature
1. Competencies for Lifelong Intellectual Endeavor	2
2. Intellectual Attainments	1
3. Appreciation of Diversity	3
4. Ethical Engagement	4
5. Integration and Application of Knowledge	5, 6

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 a 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

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, including print and digital, and use this information to formulate well-reasoned responses to major ideas concerns, and 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.

Educational Goals	Student Learning Outcomes for Lower Division Humanities
1. Competencies for Lifelong Intellectual Endeavor	2
2. Intellectual Attainments	1
3. Appreciation of Diversity	3
4. Ethical Engagement	4
5. Integration and Application of Knowledge	5, 6

Area D: Lower Division Social Sciences

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 a 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

1. understand how behavioral and social science methods of inquiry and analysis are used to produce and contest knowledge claims about large-scale issues and questions related to socially constructed identities, social systems, and 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 socially constructed identities, 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.

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.

Educational Goals	Student Learning Outcomes for Lower Division Social Sciences
1. Competencies for Lifelong Intellectual Endeavor	2
2. Intellectual Attainments	1
3. Appreciation of Diversity	3
4. Ethical Engagement	4
5. Integration and Application of Knowledge	5, 6

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 a 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 SFSU 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 at least 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

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 at least 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.

Educational Goals	Student Learning Outcomes for Lower Division Social Sciences: US History
1. Competencies for Lifelong Intellectual Endeavor	2
2. Intellectual Attainments	1
3. Appreciation of Diversity	3
4. Ethical Engagement	4
5. Integration and Application of Knowledge	5, 6

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 a 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 SFSU 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:

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, including print and digital, 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; students will 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.

Educational Goals	Student Learning Outcomes for Lower Division Social Sciences: US and CA Government
1. Competencies for Lifelong Intellectual Endeavor	2
2. Intellectual Attainments	1
3. Appreciation of Diversity	3
4. Ethical Engagement	4
5. Integration and Application of Knowledge	5, 6

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: 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 below is a list of course expectations and student learning outcomes, which pertain to all three options.

Area B: Upper Division Physical and/or Life Science

Course Expectations for Upper Division Physical and/or Life Science:

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.

3. The course must include at least 3,000 words of writing graded for both content and composition. There should be an opportunity for practice and feedback with revisions being included among the assignments.
4. The course syllabus must include references to assignments that are described above as part of the course expectations.
5. 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: After completion of an upper division general education course in physical and/or life sciences, students should 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, that communicate what students have discovered;
5. analyze social issues as well as ethical dilemmas and choices that arise out of scientific research, discoveries, and applications; and
6. analyze issues that can be addressed using scientific theories and research 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 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.

Educational Goals	Student Learning Outcomes for Upper Division Physical and/or Life
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	Science
1. Competencies for Lifelong Intellectual Endeavor	3, 4
2. Intellectual Attainments	1, 2
4. Ethical Engagement	5
5. Integration and Application of Knowledge	6

Area C: Upper Division Arts and/or Humanities

Course Expectations for Upper Division Arts and/or Humanities:

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.
3. The course must include at least 3,000 words of writing graded for both content and composition. There should be an opportunity for practice and feedback with revisions being included among the assignments.
4. The course syllabus must include references to assignments that are described above as part of the course expectations.
5. 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: After completion of an upper division general education course in arts and/or humanities, students should be able to

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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
4. Ethical Engagement	5
5. Integration and Application of Knowledge	6

Area D: Upper Division Social Sciences

Course Expectations for Upper Division Social Sciences:

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.
3. The course must include at least 3,000 words of writing graded for both content and composition. There should be an opportunity for practice and feedback with revisions being included among the assignments.
4. The course syllabus must include references to assignments that are described above as part of the course expectations.
5. 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: After completion of an upper division general education course in social sciences, students should be able to

1. apply behavioral and social scientific methods of inquiry and analysis (including systematic observations) to the study of human behavior and social systems and relate that behavior to the social and cultural contexts in which it is rooted;
2. articulate how behavioral and social scientific theories and practices 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 its source 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 social issues as well as ethical dilemmas and choices that arise out of behavioral and social scientific research, discoveries, and applications; and
6. analyze social justice issues related to human behavior or social/cultural interaction 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 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.

Educational Goals	Student Learning Outcomes for Upper Division Social Sciences
1. Competencies for Lifelong Intellectual Endeavor	3, 4
2. Intellectual Attainments	1, 2
4. Ethical Engagement	5
5. Integration and Application of Knowledge	6

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

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. The topical perspectives are rooted in the educational goals for baccalaureate degrees at San Francisco State University. 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

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 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.

Student Learning Outcomes: After successfully completing the *Creativity, Innovation, and Invention* topic courses, students should 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

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.

Student Learning Outcomes: After successfully completing the *Enduring Ideas, Values, and Achievements* topic courses, students should 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.
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Environmental Interconnections

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.

Student Learning Outcomes: After successfully completing the *Environmental Connections* courses, students should 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.
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Ethical Reasoning and Action

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.

Student Learning Outcomes: After completing the *Ethical Reasoning and Action* topic courses, students should 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.
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Human Diversity

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.

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.
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Life in the San Francisco Bay Area and/or California

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.

Student Learning Outcomes: After successfully completing the *Life in the San Francisco Bay Area and/or California* topic courses, students should 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

- 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.
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Personal and Community Well-Being

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.

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

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.

Student Learning Outcomes: After successfully completing the *Social Justice and Civic Knowledge/Engagement* courses, students should 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

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.

Student Learning Outcomes: After successfully completing the *World Perspectives* topic courses, students should 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.
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Integrated Studies Option

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

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.

Student Learning Outcomes: Upon completion of the integrated studies upper division general education program, students should 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 need to 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”).

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)

Students in CSU-approved Study Abroad programs may complete all or part of their upper division general education requirement while studying abroad. 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.

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 addition to the three courses, students must complete the following one unit course: AU 694: Integrating Interdisciplinary Perspectives on Study Abroad. 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). 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.

Courses, for the study abroad program for upper division general education should focus on the host nation. For example, 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 where students have studied, on relationships between that nation and the United States, and/or on descendants from that nation 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: Upon completion of the study abroad upper division general education program, students should 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: 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 SFSU and the student's experiences while studying and living in a different nation.

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

Students earning baccalaureate degrees from San Francisco State University must complete three overlay requirements: (1) American Ethnic and Racial Minorities (AERM), (2) Lifelong Learning and Self-Development (LLD), and (3) Social Justice (SJ). Any course (one in general education, a major, a minor, a certificate, a secondary focus, or an elective) that is designated an AERM, LLD, or SJ course may meet the requirement. Although students must complete one course for each overlay, overlay courses may meet other requirements and thus they can be completed without taking additional units, when they are taken to fulfill other requirements. However, a student must have at least one course that is designated AERM, one LLD, and one SJ. Double counting within overlays is not permitted.

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;
- 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:

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) as an overlay on any course taken for GE, the major, or as an elective that is approved as an AERM course and assignments that correspond to the assignment expectations stated below.
3. 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: After completion of 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 capable of demonstrating 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.

Educational Goals	Student Learning Outcomes for American Ethnic and Racial Minorities
3. Appreciation of Diversity	1, 2, 3, and/or 4

Lifelong Learning and Self-Development (LLD)

Course Expectations for Lifelong Learning and Self-Development:

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) as an overlay on any course taken for GE, the major, or as an elective that is approved as an LLD course and assignments that correspond to the assignment expectations stated below.
3. Readings for the course should encourage students to reflect on themselves as integrated physiological, social, psychological, and aesthetic beings.
4. At least one assignment will have students identify and actively engage in a change that is conducive to individual well-being or self-development.
5. 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: After completion of a course designated as fulfilling the Lifelong Learning and Self-Development requirement, students will

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 (print and digital); 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.

Educational Goals	Student Learning Outcomes for Lifelong Learning and Self-Development
1. Competencies for Lifelong Intellectual Endeavor	1, 2, 3
2. Intellectual Attainments	1, 3
5. Integration and Application of Knowledge	3, 4

Social Justice (SJ)

Course Expectations for Social Justice:

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

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.

Educational Goals	Student Learning Outcomes for Social Justice
4. Ethical Engagement	1, 2

Process for Approving Courses to Fulfill University-Wide Requirements

Currently, several committees oversee university-wide requirements for baccalaureate degrees: General Education Council, Segment I Committee, Segment II Committee, Segment III Committee, LLD Committee, AERM Committee, and American Institutions Committee. 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. These two committee structures and the related processes for course review are described below.

Initial Certification of Committees

1. **Initial Certification Committees:** There shall be eight committees to carry out the initial certification of courses for inclusion in the San Francisco State University Lower Division General Education program. Separate committees will be constituted for review of courses for inclusion in Areas A, B, C, D, American Institutions and each overlay (i.e. AERM, LLD, Social Justice.). 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 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.
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 College or Unit (not including ASI). If less 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.

5. **Committee Terms of Service:** All terms are for three years, but may be extended if the initial certification of courses is not complete at that time. 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 their work and shall be available for consultation and help as needed.

Continuing Certification and Monitoring Committees

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 Vice President for Academic Affairs, 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 assure that all areas within university-wide baccalaureate degree requirements are responsibly and adequately represented. 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.
 - 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.
 - 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 their 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 their 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 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 representative and the EPC representative who shall each serve for one year. All terms are for three years, but may be extended if the initial certification of courses is not complete at that time. 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. The Chair of BRC should receive assigned-time for service as chair. 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 Lower and Upper Division 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 forwards those recommendations to the Academic Senate.

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 (Area and/or Overlay) 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 chairs and college deans 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 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. 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 are responsible for the following functions:
 - Recommending 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. When the Lower Division Certification Committee makes its recommendations to BRC, it will also forward to BRC any dissenting opinions.
 - Ensuring 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 three-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.
 - Recommending 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.
 - Working closely with the BRC and the Dean of Undergraduate Studies to ensure accessibility (including time of day offerings), and the identification and resolution of persistent Area A through E problems and issues including student access to courses.
 - Implementing 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.
 - As deemed appropriate, the Lower Division Certification Committee or BRC may constitute ad hoc committees of faculty with expertise in a particular area to provide advice to these committees.

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 (Area and/or Overlay) 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. 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 are responsible for the following functions:

- Recommending 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. When the Upper Division Certification Committee makes its recommendations to BRC, it will also forward to BRC any dissenting opinions.
- Ensuring that all approved and proposed upper division courses continue to meet the course expectations and student learning outcomes specified in the Baccalaureate Degree Requirements policy by reviewing re-certification materials submitted to the committee on a three-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.
- Recommending 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.
- Working closely with the BRC and the Dean of Undergraduate Studies to ensure accessibility (including time of day offerings), and the identification and resolution of persistent Area A through E problems and issues including student access to courses.
- Implementing the approved assessment plan for evaluating whether courses designated as meeting university-wide baccalaureate degree requirements are meeting the course expectations and student learning for these requirements.
- As deemed appropriate, the Upper Division Certification Committee or BRC may constitute ad hoc committees of faculty with expertise in a particular area to provide advice to these committees.

Procedures for Submitting Courses for Initial Certification

Courses must have been previously approved by the University Course Review Committee (CRC) before being review 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) The Bulletin description of the course, including any prerequisites.
 - c) Course expectations and student learning outcomes for the course.
 - d) A list of sample texts and/or materials to be used in the course.
 - e) List of sample items included in course grade.

- f) 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 for which it is being proposed and how the instructor will know the degree to which students achieve the student learning outcomes.

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 Office of Undergraduate Studies. If there are any questions, please contact the Office of Undergraduate Studies.

The Baccalaureate Requirements Committee refers 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 forwards 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, a petition can be filed with BRC and the BRC reviews the entire submission. No proposals 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 certified, the BRC's concerns must be detailed in the notification of its actions.

Undergraduate Studies will keep a record of all decisions made in its office. 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 may 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 _____

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Lower Division: Area _____ Units _____

Upper Division:

Topical Perspective _____ Integrative Studies Topic _____

Course Units _____

Check Course Focus:

_____ Physical/Life Science _____ Arts/Humanities _____ Social Sciences

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 _____

Person	Signatures Indicating Approval for this Proposal:	Date
Designated Course Contact		
Department Chair or Program Director		
Associate Dean		

Certification Committee Chair		
Baccalaureate Requirements Committee, Chair		
Dean of Undergraduate Studies		

Process to Request General Education Areas to be Met Upon Completion of the Major

Executive Order 09-35 states, “allow students to meet Segment I and Segment II GE within the major, even for non-GE courses. Departments should send a request for this option to Undergraduate Studies, indicating which courses within GE are met by major courses. Students will receive the GE credit upon completion of the major.” What this means is that departments may ask for an exemption from its majors having to complete a particular area of GE (e.g. quantitative reasoning, physical and biological sciences, behavioral and social sciences, humanities and creative arts, etc.). The presumption is that students will have obtained a good grounding (usually in greater depth than GE) in the area of knowledge by virtue of completing the major.

If you wish to request an exemption for your majors from a particular area of GE, please complete the following and send it electronically to me, via Lara King at laraking.sjsu.edu.

Sample Major Exemption Request:

Date

To: Gail Evans, Dean of Undergraduate Studies

From: Chair of Department

Re: Major Exemption for ___ Area of General Education

Major	Area of General Education	Required Courses in Major that Support this Area
Include Concentration (if applicable)		

Please include a brief paragraph giving justification for how courses within the major support the Area(s) 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 Chemistry

Major	Area of General Education	Required Courses in Major that Support this Area
BS in Chemistry	Quantitative Reasoning (3 units)	Calculus I, II, III
BS in Chemistry	Physical Science/Lab Science (3 units)	Organic Chemistry/Lab, Physical Chemistry, Biochemistry, Inorganic Chemistry,

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

Major	Area of General Education	Required Courses in Major that Support this Area
BA in English: All Concentrations	Humanities and Creative Arts (6 units)	Literature in English II and III

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

Major	Area of General Education	Required Courses in Major that Support this Area
BS in Kinesiology: Concentration in Exercise and	Physical and Biological Sciences (9 units)	Biology, Anatomy, Human Physiology, Anatomical Kinesiology,

Movement Sciences		Chemistry, Physics, Sport and Exercise Physiology, Biomechanics, Motor Learning
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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.

Requirements for Majors

One of the primary recommendations of the external reviewers was that we develop an educational program that was integrated in a manner that reinforced 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

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 (i.e., Graduation Writing Assessment Requirement (GWAR)). We also value the Writing Task Force's recommendation for a writing intensive course in the senior year in the major and we would like to see that wherever possible. However, given the current economic situation we do not recommend that a senior level writing intensive class become a requirement of all majors at this time.

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 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:

Students will be able to

- 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.

In our research on best practices, we learned that capstone courses are a valuable educational tool. The GRTF would like to encourage majors to consider adopting capstone courses, however, given the current economic situation we are not recommending that they be required.

Title 5 requires that majors be a minimum of 24 units, including at least 12 units of upper division work. Documents, which have been 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 and consider whether majors which require more units than specified in this policy should be asked to revise their major.

Many majors on campus were created at a time when most of our students were 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 encourage programs to look at the number of units they are offering students at the lower division level, and where appropriate, increase that number.

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 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 have multiple foci, the GRTF recommends that Bachelor of Arts students be required to complete a secondary focus of at least nine units. A major of 45 units or less and a secondary focus of at least nine units (54 units) would still be fewer units than those required in most of the majors for BS and BM degrees.

The GRTF recommends the following as Bulletin language for the secondary focus:

Students earning a Bachelor of Arts degree must complete nine or more units in a single prefix or in an approved interdisciplinary program outside of their major program and prefix. These units shall be referred to as a secondary focus. Students are encouraged to use units for the secondary focus to study one or more languages other than English or to start on a minor or certificate program, and to consider eventually completing a minor or certificate. Courses taken to fulfill general education or baccalaureate requirements may also be used in a secondary focus without any limits on the number of courses used for both. Courses in a secondary focus may be lower or upper division and they may be transfer courses or courses taken in residence. San Francisco State University has offered course work in each of the following languages other than English: African Languages, American Sign Language, Ancient Egyptian Language, Ancient Greek, Arabic, Chinese, Filipino, French, German, Hebrew, Hindi, Italian, Japanese, Languages of North American Indians, Latin, Modern Greek, Persian, Russian, Spanish, and Vietnamese. For a list of the 87 minors and 18 undergraduate certificate programs offered by San Francisco State University see “Summary of Minor Programs” and “Summary of Certificate Programs” in the *San Francisco State University Bulletin*. Students who earn Bachelor of Arts degrees in majors that require nine or more units from two or more different departments or programs are exempt from the secondary focus requirement.

In light to the last statement above, the GRTF recommends that the Academic Senate permit majors in BA programs to be a maximum of 54 units, if the major includes nine or more units from two or more different departments or programs.

Requirements for Minors

Title 5 requires that minors be a minimum of 12 units, including at least 6 units of upper division work. The GRTF was given data on 87 minors for the calendar year of 2008. The California State University system requires a minimum of twelve units for a minor. 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 Health Education major). Some of our minors, like our majors, tend to focus on upper division courses making it hard 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. We recommend the following policy statement for minors:

Introduction

Presented below are the basic criteria and proposal submission guidelines applicable to the undergraduate minor at San Francisco State University. 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 Provost (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.

Definition of a Minor Program

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 a Minor

1. The program is to consist of a minimum of 12 semester units.
2. At least nine of the units may not be counted in the major.
3. Credit by examination is permitted in accordance with established university regulations.
4. A minimum of 2/3 of the units for meeting the requirements of the minor be graded on the A-F basis.
5. All course work used to satisfy the requirements of a minor must be completed with a minimum grade point average of 2.0, and only courses completed with a grade of C-, Credit or better may be included to meet minor requirements.
6. 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.

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7. Normally, no more than one-half of the units used to meet the requirements for the minor may be transfer units.
8. 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.
9. All courses for meeting the requirements of a minor may be used, as appropriate, to meet simultaneously requirements in general education, credentials, certificates, or a secondary focus.
10. 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.

Procedures for Proposing a Minor

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., department, school 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 in this manner. The Director of Admissions and Records should report to the Provost each year on the number and type of minors completed.

Requirements for Certificates

As the charge of the GRTF covers baccalaureate degrees, we comment here on undergraduate certificates only. San Francisco State University has eighteen approved undergraduate certificate

programs. The data the GRTF was given on these certificates show that in the last two years students have completed only * of them with only * 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 hard for students to complete certificates, especially for transfer students. The GRTF recommends making the rules about certificate programs more flexible and encouraging programs to reconsider what they are requiring. The GRTF recommends the following policy statement about undergraduate certificates:

Purpose of Certificate Programs

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 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.

Requirements for Undergraduate Certificates

1. Undergraduate certificate programs require a minimum of 12 semester units.
2. At least nine of the units must be outside of the student's major.
3. Credit by examination is permitted in accordance with established university regulations.
4. A minimum of 2/3 of the units for meeting the requirements of the certificate will be graded on the A-F basis.
5. All course work used to satisfy the requirements of an undergraduate certificate must be completed with a minimum grade point average of 2.0, and only courses completed with a grade of C-, Credit or better may be included to meet undergraduate certificate requirements.
6. Normally, no more than one-half of the units used to meet the requirements for the certificate may be transfer units.

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7. 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.
8. All courses for meeting the requirements of a minor may be used, as appropriate, to meet simultaneously requirements in general education, credentials, or a secondary focus.
9. 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.
10. Matriculated students may complete certificates while enrolled in degree programs. Nonmatriculated students may complete certificates through Open University or the College of Extended Learning.

Procedures

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., department, school 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 minors in this manner. The Director of Admissions and Records should report to the Provost each year on the number and type of minors 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 Dean 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.

Implementation

1. 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.
2. The Curriculum Review and Approval Committee shall be charged with the review and approval of proposed certificate programs and with the on-going review of existing certificate programs. Certificate programs shall be subject to review in conjunction with the five-year academic review of the department/division/program in which the certificate is housed.

Rough 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 in or after fall 2009.

Academic Year	Activity
2009-2010	<p>Senate Review of Graduation Requirements Task Force Proposal: The Academic Senate reviews the proposal submitted by the Graduation Requirements Task Force and approves a new program of baccalaureate requirements. Academic Senate holds elections for the initial review committees and the Baccalaureate Requirements Committee (BRC).</p>
2010-2011	<p>Initial Revisions and Review: 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 program inline with the policies adopted regarding them. Academic Senate holds elections for continuing review committees.</p>

2011-2012	Dual Option: 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 could 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.
2012-2013	New Baccalaureate Degree Program: 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.
2013-2014	Assessment: 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.

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):

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Goals	Requirements
1, 3, 4, 5	(Area A1) Lower Division Oral Communication (3 units)
1, 4	(Area A2) Lower Division Written English Communication I (3 units)
1, 4	(Area A3) Lower Division Critical Thinking (3 units)
1, 3, 4, 5	(Area A4) Lower Division Written English Communication II (3 units)
1, 2, 4, 5	(Area B1) Lower Division Physical Science (3 units)
1, 2, 4, 5	(Area B2) Lower Division Life Science (3 units)
1, 2, 4, 5	(Area B3) Lower Div. Lab Science (0 additional units, if linked to B1 or B2)
1, 2, 4, 5	(Area B4) Lower Division Mathematics/Quantitative Reasoning (3 units)
1, 2, 3, 4, 5	(Area C1) Lower Division Arts (3 units)
1, 2, 3, 4, 5	(Area C2) Lower Division Humanities: Literature (3 units)
1, 2, 3, 4, 5	(Area C3) Lower Division Arts and/or Humanities (3 units)
1, 2, 3, 4, 5	(Area D1) Lower Division Social Sciences (3 units)
1, 2, 3, 4, 5	(Area D2) Lower Division Social Sciences: US History (3 units)
1, 2, 3, 4, 5	(Area D3) Lower Division Social Sciences: US & CA Government (3 units)
1, 2, 4, 5	(Area B5) Upper Division Physical and/or Life Science (3 units)
1, 2, 4, 5	(Area C4) Upper Division Arts and/or Humanities (3 units)
1, 2, 4, 5	(Area D4) Upper Division Social Sciences (3 units)
3	Overlay American Racial and Ethnic Minorities (0 additional units)
1, 2, 5	Overlay Lifelong Learning and Self-Development (0 additional units) (also Area E)
4	Overlay Social Justice (0 additional units)
1	Graduation Writing Assessment Requirement (GWAR)
At least four goals	Major

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.

Requirements	Year	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
Lower Division A1	1	X			X	
Lower Division A2	1	X			X	
Lower Division A3	1	X			X	
Lower Division A4	1	X			X	
Lower Division B1	2	X	X			
Lower Division B2	2	X	X			
Lower Division B3	2	X	X			
Lower Division B4	2	X	X			

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Lower Division C1	2		X		X	
Lower Division C2	2		X		X	
Lower Division C3	2		X		X	
Lower Division D1	2		X	X		
Lower Division D2	2		X	X		
Lower Division D3	2		X	X		
Upper Division B5	3		X			X
Upper Division C4	3		X			X
Upper Division D4	3		X			X
AERM	4			X		
LLD	4		X			X
SJ	4				X	
GWAR	4	X				

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 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 might 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:

- Maggie Beers, Director of Academic Technology

- Linda Buckley, Assoc. VP Academic Planning & Educational Effectiveness
- Ruth Cox, Faculty Liaison for ePortfolio Project
- Kevin Kelly, Online Teaching and Learning Coordinator
- General Education Council
- Committee on English Written Proficiency
- University Academic Assessment Advisory Committee
- The Committees we have recommended review courses in the new program

Potential Resource Implications of Proposed Degree Requirements

Overall

The Graduation Requirements Task Force (GRTF) has been asked to provide some information about the potential resource implications of its recommendations. 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 factors should facilitate graduation, and thus overall, it should cost less to educate and graduate 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) what 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. Our further comments about potential resource implications of our recommendations will be organized around the five areas named in Executive Order 1033, the proposed baccalaureate requirements, majors, minors, certificates, secondary focus, and course level.

Area A: English Language Communication and Critical Thinking

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.

Area B: Scientific Inquiry and Quantitative Reasoning

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 is 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 native 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.

Area C: Arts and Humanities

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. The GRTF is recommending that the one required humanities course be a literature course on the belief that every student should have at least one literature course and because research shows a positive relationship between studying literature and improving writing, which is a major CUSP goal. This recommendation 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 a secondary focus, or as an elective. Currently, students can count one course in a language other than English in Area C. However, courses taught in languages other than English do not meet the proposed criteria for Area C for two reasons: (1) first semester language courses do not meet the proposed course expectations and student learning outcomes and (2) 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 beginning language courses. These reductions might be offset by those programs offering literature courses taught in translation or by students choosing such courses in a secondary focus 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, the GRTF felt it was important for every student, regardless of their major, to have at least one upper division course in the sciences, the arts or humanities, and the social sciences.

Area D: Social Sciences

The campus currently requires twelve units in social sciences and six more units in American Institutions. The GRTF is recommending 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, native 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 a secondary focus or electives. In addition, the proposed American Racial and Ethnic Minorities Requirement (AERM) may add to social science enrollments. We currently require AERM courses of native students only; the GRTF is proposing that it be required of all students. In the proposal, the AERM requirement can be fulfilled by any discipline, but it seems probable that a higher percentage of them are likely to occur in the social sciences than the other

domains of knowledge. The GRTF is replacing the current Cultural, Ethnic, and Social Diversity Requirement (CESD) with the Social Justice (SJ) requirement. Again these courses could come from any discipline, but a higher percentage of them are likely to be found in the social sciences. Given this is a replacement, it seems unlikely that this change will have financial implications. 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, the GRTF felt it was important for every student, regardless of their major, to have at least one upper division course in the sciences, the arts or humanities, and the social sciences.

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

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, secondary focus, 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

Presently, native students must complete an American Ethnic and Racial Minorities (AERM) course. The GRTF's proposal is to require such a course for all students, native and transfer, as an overlay of any course, those in university-wide requirements, majors, minors, certificates, secondary focus, 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 designated as AERM courses that could be. 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.

Social Justice

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, secondary foci, 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 has recommended 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. Any changes in those directions should reduce time to degree and associated costs.

Secondary Focus

A secondary focus for students earning Bachelor of Arts degrees would be a new requirement and therefore could potential delay graduation. However, the educational benefits out way 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. Plus any course taken outside of the major is potentially the beginning of a secondary focus. Within this context, BA students should have no problems completing 9 units in a secondary focus. Having a secondary focus increases the probably 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 nine units in a secondary focus, they may choose to take additional courses and complete a minor or certificate. Secondary foci can be built out of existing courses. We have no reason to believe this requirement will change students' interests in particular courses or areas. It could give them a place to count the course in a language other than English that would be dropped from 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.

Course Level

In the current program, General Education Segment II can be completed with both lower division and upper division courses. The GRTF is recommending 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 native 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, minor, 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. 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 College 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 (GRTF) 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 Development conference in January 2007, individual responses from faculty and staff to an online survey, and recommendations from various groups. All departments, programs, colleges, and standing university-wide 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 American Association of Colleges and Universities, 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 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 Provost Gemello regarding baccalaureate requirements, the LEAP (Liberal Education and America’s Promise) statement by AAC&U (Association of American Colleges and Universities), 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 individuals on campus:

- Maggie Beers, Director of Academic Technology

- Betsy Blosser, Chair of the Committee on English Written 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

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 bases 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 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>.

History to be continued.

Recommendations of External Reviewers and Those from GRTF

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 are also recommending 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. Given the current economic situation, 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 GRFT has included course expectations and student learning outcomes in Area A that are often associated with first year 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 GEAR courses can provide similar experiences for transfer students. Four years after GEAR 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 GEAR 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) reading 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. While we agree with the external reviewers that two writing intensive courses in the major would be a good idea, we don't believe current economic conditions provide enough resources to achieve this.

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. We are not recommending requiring a course with a global designation, as we were trying to keep the total number of university-wide required units to no more than 48. However, with the international interests of faculty and students, and the learning outcomes we have written, we are expecting the number of courses with global perspectives to increase.

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 two overlays of all students, native and transfer, (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 on behalf of 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 rigorous 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 on 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 have recommended (1) implementing generous double counting rules, (2) reducing the number of required units from 57-60 to 48, and (3) enforcing the Academic Senate's policy on the size of majors, which would result in reducing the size of several.

Governance Recommendations

We currently have seven committees that review university-wide requirements: (1) General Education Council, (2) Segment I, (3) Segment II, (4) Segment III (which includes the review of Cultural, Ethnic, and Social Diversity), (5) American Racial and Ethnic Minorities, (6) Lifelong Learning and Self-Development, and (7) American Institutions. The external reviewers recommended that we have only one graduation requirements committee. The GRTF is recommending 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 curricula is implemented, it is recommending several committees for the initial review process. For the ongoing review and maintenance of the program, the GRTF has recommended 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 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

It is clearly evident that SF State's baccalaureate goals address these Principles of Excellence. As an extension of these Principles, George Kuh (*Hi-Impact Educational Practices, 2008*) identifies ten practices that "have been widely tested and have been shown to be beneficial for college students from many backgrounds" (p.9). The Task Force members has built several of these practices into the curricular recommendations, and strongly encourage members of the campus community to incorporate as many as possible into both curricular and co-curricular activities.

- **First-Year Seminars and Experiences** (we are recommending that learning outcomes for first-year students be incorporated into Oral Communication, Written Communication I, and Critical Thinking Courses. We are also proposing that we move to mandatory orientation for both Frosh and Transfers)
 - **Common Intellectual Experiences** (the nine units of Upper Division General Education courses provide students the opportunity to integrate and reflect on curricular and co-curricular experiences. We also recommend the incorporation of electronic portfolios wherever it is feasible)
 - **Learning Communities** (there are several of these already operating on campus, and others could be added {e.g. an "honors learning community," FYE, college, or major-specific})
 - **Writing-Intensive Courses** (the Task Force is recommending the incorporation of both Written Communication 1 and II into general education, in addition to our newly implemented GVAR courses. We are also strongly recommending that majors require a writing-intensive course at the senior level)
 - **Collaborative Assignments and Projects** (we recommend that whenever possible, both general education and major courses, as well as co-curricular experiences, provide students with the opportunity to learn to solve problems in the company of others, especially those with different backgrounds and life experiences)
 - **Undergraduate Research** (while not specifically mandated, we encourage the faculty to involve students with actively contested questions, empirical observations, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions)
 - **Diversity/Global Learning** (SF State's mission is grounded in diversity and social justice and issues of diversity and global learning should be woven throughout our students' educational experiences. They are particularly emphasized in Upper Division General Education)
 - **Service Learning, Community-Based Learning** (SF State's very strong Institute for Civic and Community Engagement offers students multiple opportunities in this area)
 - **Internships** (We encourage departments to provide their majors with appropriate internships)
- Capstone Courses and Projects** (We strongly encourage all majors to incorporate a capstone course/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)

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.

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).

Graduation Requirements Task Force

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:

- 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
- Laura Epstein, College of Education
- Ed Ericson, College of Business
- Earlene Frierson, Student Affairs
- Helen Goldsmith, Undergraduate Studies
- Courtney Good, Students
- Minnie Graham, College of Education
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- 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
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- 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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Philip Dreyfus	BSS	
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