

# **SAN JOSÉ STATE UNIVERSITY ACADEMIC SENATE**

**2024/2025**

**Agenda**

**September 30, 2024**

**2:00 to 5:00 pm**

**In Person**

**ENG 285/287**

**I. Call to Order and Roll Call:**

**II. Land Acknowledgement:**

**III. Approval of Minutes:**

**A. Senate Minutes of September 9, 2024**

**IV. Communications and Questions:**

A. From the Chair of the Senate

B. From the President of the University

**V. Executive Committee Report:**

A. Minutes of the Executive Committee:

**Executive Committee Minutes of August 26, 2024**

**Executive Committee Minutes of September 16, 2024**

B. Consent Calendar- **Consent Calendar for September 30, 2024**

C. Executive Committee Action Items:

Committee on Senate Representation:

***AS 1876 Amendment to the Constitution of the Academic Senate of San José State University (Final Reading)***

***AS 1877 Amendment to the Bylaws of the Academic Senate of San José State University (Final Reading)***

**VI. Unfinished Business: None**

**VII. Policy Committee and University Library Board Action Items (In rotation):**

A. University Library Board (ULB):

B. Professional Standards Committee (PS):

C. Instruction and Student Affairs Committee (I&SA):

***AS 1873 Amendment A to S17-1, University Policy, Culminating Activities and Final Examinations Policy (Final Reading)***

D. Organization and Government Committee (O&G):

E. Curriculum and Research Committee (C&R):

***AS 1878 University Policy, Adoption of Guidelines for General Education (GE), American Institutions (AI), and Writing in the Disciplines (WID) (Final Reading)***

**VIII. Special Committee Reports:**

Towards WSCUC Special Visit 2025: Updates and Planned Series of Actions By Senator Raman

**IX. New Business:**

**None**

**X. State of the University Announcements:**

- A. Vice President for Administration and Finance
- B. Vice President for Student Affairs
- C. Chief Diversity Officer
- D. Associated Students President
- E. CSU Statewide Representative(s)
- F. Provost

**XI. Adjournment**

**2024-2025 Academic Senate Minutes**  
**September 9, 2024**

**I. Call to Order and Roll Call**

The meeting was called to order at 2:00 p.m., and 51 Senators were present.

<b>Ex Officio:</b> Present: Curry, Lacson, Sasikumar, Van Selst, Rodan Absent:	<b>HHS Representatives:</b> Present: Baur, Chang, Sen Absent:
<b>Administrative Representatives:</b> Present: Del Casino, Faas,, Fuentes-Martin, Dukes Absent: Teniente-Matson	<b>COB Representatives:</b> Present: Chen, Vogel Absent: None
<b>Deans / AVPs:</b> Present: d'Alarcao, Meth, Absent: Kaufman, Shillington	<b>EDUC Representatives:</b> Present: Mathur, Munoz-Munoz Absent: None
<b>Students:</b> Present: Gambarin, Joshi, Khehra, Nwokolo, Plazola, Sadawarti Absent: None	<b>ENGR Representatives:</b> Present: Elahi, Kao, Sullivan-Green, Wong Absent: None
<b>Alumni Representative:</b> Absent: Vacant	<b>H&amp;A Representatives:</b> Present: Han, Frazier, Kataoka, Lee, Shojaei Absent: Riley
<b>Emeritus Representative:</b> Present: Jochim Absent: None	<b>SCI Representatives:</b> Present: Heindl, Shaffer, Madura, Muller Absent: None
<b>Honorary Representative:</b> Present: Peter, Lessow-Hurley Absent: Buzanski	<b>SOS Representatives:</b> Present: Buyco, Hart, Raman, Pinnell, Meniketti Absent: None
<b>General Unit Representatives:</b> Present: Flandez, Pendyala, Velarde Absent: Masegian	

**II. Land Acknowledgement:**

Senator Madura read the land acknowledgment.

**III. Approval of Academic Senate Minutes:**

- A. Senate Minutes of March 18, 2024 - approved unanimously**
- B. Senate Minutes of May 6, 2024, Final Meeting - approved unanimously**
- C. Senate Minutes of May 6, 2024, First Meeting of 2024-25 - approved unanimously**

**IV. Communications and Questions**

**A. From the Chair of the Senate:**

Chair Sasikumar's update featured the following:

- Welcoming the new senators and student senators.
- Acknowledging the passing of Eva Joice, who was the Senate Administrator for over two decades. Last Wednesday, the senate held a memorial for Eva, and several tributes were collected. A special page on the Senate website will showcase them.
- Introducing Grace Barbieri, who is the interim senate administrator. Please contact her if you have any questions about the Senate.
- Today is International Day to Protect Education from Attack. The UN Secretary-General's Annual Report on Children and Armed Conflict for the year 2023 shows us that attacks were perpetrated roughly equally by armed groups and government forces. This report documents 32,990 grave violations. Of course, we are talking here of armed attacks by organized groups, and our minds go to Israel, Palestine, DRC, Somalia, Haiti, and so on. Yet, we need to acknowledge that American schoolchildren are also subject to armed attacks. On Sep 4, 2024, two students and two educators were shot in Georgia. Math teacher Ricky Aspinwall was shot when he opened his classroom door to investigate the noise. His students pulled his body back into the classroom. One of them said, "He was trying to crawl back to us,"
- Wall Street Journal and College Pulse ranked SJSU the fourth-best public university in the nation and sixteenth overall.
- Please try to attend the Spartan Speaker Series event featuring our hometown hero, Viet Thanh Nguyen, author of *The Sympathizer*, which won the Pulitzer Prize. He will be at the Student Union on Tuesday, September 10, at 3:30 PM.

## Questions

C: The Senate is great, but some people don't feel welcomed. Some members even don't understand all the processes, when to speak up, or how to review the policies presented. Have you considered a mentoring program for new senators or even current senators who don't know all the processes? Also, there should be open sessions so everyone at SJSU can see what goes on in the Senate.

A: I have created informal mentoring by encouraging senior senators to sit next to new senators. Today, all new senators are being sat by a senior senator. There could be a more structured mentor program; however, I fear the same senators who have already taken on some of the positions would be the ones to volunteer. I don't want to tax the already taxed. Our meetings are open sessions. The invitation to come and attend meetings is sent through our newsletter. We are open in person and even have guests today. I have received a few queries about why the senate meetings are not recorded. This idea is worth exploring, and O&G is considering it. Other senates in the CSU record their meetings.

**B. From the President: Slides were circulated and presented.**

**V. Executive Committee Report:**

**A. Minutes of the Executive Committee:**

**Executive Committee Minutes of June 18, 2024**

Q: Can you speak to your point about the reorganization of undergraduate education?

A: The assessment I was referring to was not the assessment office that does graduation. Some of the offices were moved, and some did not.

**Executive Committee Minutes of August 19, 2024**

**B. Consent Calendar:** Consent Calendar for September 9, 2024

Q: How updated is this consent calendar?

A: It is updated to date until August 26th. Anything else will be seen in the next consent calendar.

**C. Executive Committee Action Items:**

Committee on Senate Representation (CSR):

***Senator Peter and Janet Sundrud presented AS 1876 Amendment to the Constitution of the Academic Senate of San José State University (First Reading) and AS 1877 Amendment to the Bylaws of the Academic Senate of San José State University (First Reading)***

Senator Peter explained that this committee has done extensive research and has much to draw from, with three committee members being past senate chairs. The committee created a staff survey, which was sent out, and the results were analyzed. The first referral regarding staff representation in the senate came in the early 90s and then every few years following. There are constraints since we are an academic senate, which requires  $\frac{2}{3}$  of senators to be faculty, and even if we wanted to change this, it would be very unlikely to pass. We do not want to change the academic nature of the Senate by changing the  $\frac{2}{3}$  rule, but we need you to talk to your constituents because if they do not follow this debate, they are unlikely to support the proposed changes. The proposed changes are focused on two broad issues: democracy and expertise. A large number of staff members are currently not represented in the Senate. Additionally, if we were to add more staff seats, we could use their expertise since they are directly impacted by policies we pass and are working to enforce them. Including their voices before these policies are passed can improve the quality of work we do in the Senate.

Janet Sundrud provided background on CSR's charges from SM-F23-1 and explained that the committee has met with many stakeholders about representation in the Senate to get different perspectives. The biggest change the committee is proposing is adding staff seats to the Senate. Some rationales for staff involvement in the senate came from referrals from staff to add staff seats, which shows staff wants to be involved in the senate, the WSCUC Accreditation Review Team 2022, which identified shared governance as a key area of concern, and the results of the CSR survey which found that only 20% of the respondents feel their voices and their peers' voices are reflected in the university's decision-making processes. To add staff

seats and keep the  $\frac{2}{3}$  faculty majority, CSR proposes removing two deans, adding four faculty, and adding four staff seats. The deans are supportive of removing their seats. Additionally, the president's seat should be changed to a non-voting member since 70% of the CSU Senate does not give the president voting rights. To do this, the definition of faculty will be restricted to only Unit 3 employees. The four new staff seats will be divided into two seats for SSP staff and two for general staff who are not unit 4, MMPs, or students. UP will hold the elections, which has already been agreed. Any staff seats that are not filled will become "at-large" for the duration of the term.

Questions:

Q: Do the 20% of staff not feel their voice is heard by the Senate or is it the administration?

Does this proposal make the president less responsible for appearances at Senate meetings?

A: The survey focused on the staff's understanding of the academic Senate and gauging interest in it. The President was approached and was supportive of becoming a non-voting member. When the President votes in the Senate, she must make a more snap decision than when she is considering the decision after it has been passed by the body. Most CSUs do not have voting Presidents in the Senate.

C: I support the proposal because it is about shared governance and democracy. We should keep intact the  $\frac{2}{3}$  majority while giving a voice to our colleagues who do a lot of the work based on the policies we put forward.

Q: How will this affect library faculty since the GU seats are almost always student service professionals?

A: Over the years, student service professionals usually have gotten the GU seats over library faculty, but if we return the GU to the former definition, counselors and librarians can compete for seats, and student services professionals will have guaranteed seats.

Q: Faculty have eligibility requirements to be senators, like one year working at SJSU, and if elected, they are not guaranteed things like tenure. If you propose the same for staff, it should be in the same place as the faculty requirements. Also, we have had two referendums that did not pass, which included reducing dean seats. This proposal could be seen as trying to get around those decisions made by faculty. What would happen if staff were elected and their MMPs didn't let them go to the meetings? Finally, will there be protections for staff voices in the Senate from their MMPs?

A: We will take back this feedback to the committee. Protections for staff voices are proposed in the bylaws. We have heard of these issues and spoken to UP. The committee has discussed MMPs allowing or denying the staff's requests.

C: I support staff getting representation. Getting lecturers on the Senate took a long time, and similar questions and concerns also came up. If we pass these proposals, our work will not be done. You have to go back to your colleagues and argue for them to vote for this, which the staff cannot do alone.

C: The committee should reconsider removing the dean seats. Additionally, 70% of academic senates do not give the President voting rights because they are not academic senates; some are faculty senates. Administrators choose not to vote on proposals, but they can still vote on things like the sense of senates. I agree that there should be parallel requirements for staff to be senators as faculty; however, some staff may just not have time to serve because of management.

C: There is an argument to be made that the President has two votes, one in the Senate and then signing, so a nonvoting president makes sense. I support this discussion of the overall size of the Senate. Every person at SJSU is somehow connected to the mission, and everyone should be represented.

A: Historically, in the '60s—'70s, the Senate grew pretty large. Ted Norton proposed reducing its size, but it has grown again. The larger the body, the more conflict can arise.

Q: Can UP make sure staff can fulfill duties on the senate, or can the unions do something to get protections?

A: When we spoke, the unions supported this, but it is on the administration to support it.

Q: Could there be some eligibility requirement for staff to understand the policies and how they affect their work?

Q: When we left in May, the staff had some concerns and got together about this proposal. We then met with the committee chairs, and they explained how they came to these decisions and listened to our concerns. We see our concerns incorporated in the new proposal. There are three of us here. I know policy, and I think we need to educate people about what it is to be in the Senate and its benefits. Can you address some of the things to educate staff and MPPs on the time they must give up and the benefits?

A: I see this as a parallel to faculty when they are too busy with an extra lab or to staff when they might be too busy and it might not be the right time to serve in their career. The protections we have authored are designed to ensure that staff members are not dressed down for saying things in their role as senators.

Q: Has the committee considered how adding staff to the Senate will affect the policy committee? As senators, they will have to be on a policy committee or another committee, which will add to already large committees.

A: Committee assignments are in the bylaws and are currently flexible. If the policy passes, we can work with O&G to further address this.

C: The  $\frac{2}{3}$  majority is for faculty with academic qualifications; however, deans and other administrators could be interpreted as faculty, and thus, we would not have to change the number of seats as much.

**V. Unfinished Business: None**

**VI. Policy Committee and University Library Board Action Items (In rotation)**

**A. Curriculum and Research Committee (C&R):**

**Senator Hiu Yung Wong presented AS 1878 University Policy, Adoption of Guidelines for General Education (GE), American Institutions (AI), and Writing in the Disciplines (WID)**

Senator Wong explained that when AB928 was passed, it changed CSU GE policy, so SJSU had to change theirs. There is some urgency to pass this policy because the law mandates the changes to be in practice by the fall of 2025, and we want students to be prepared for picking classes. Since there is no regular Senate meeting in October, C&R is looking to do a final reading on September 30th. Over the summer, a GE workgroup of 12 faculty members (including the GE director, who is also a faculty member) worked on the GE changes funded by the Office of the Provost from the CSU GE special funding. The major

changes in the new CSU GE policy are the elimination of Area E and changes in area labels from numbers to alphabets. As a reminder, we passed a Sense of the Senate resolution in the spring of 2024 requesting the respect of faculty ownership in curriculum design as a result of the lack of faculty consultation. In the GE workgroup meetings, first-year experience was mentioned. Still, it was not discussed in-depth due to the urgency of drafting an updated GE policy to avoid interrupting students' learning progress. The policy and guidelines from the summer GE committee were brought to C&R and debated to get them in shape.

Two major changes to the guidelines were to emphasize curriculum ownership of faculty and the renaming of the areas. SJSU studies Areas R, S, and V were also modified. Two different opinions were collected before the meeting. Some thought that additional resources were needed to change R, S, and V to new labels. Some thought the current labels were inconsistent with CSU labels and could cause confusion. The previous GE policy was even shorter than the one we proposed. We also mentioned in the policy that the GE guidelines have the force of policy, and if there are changes that need to be made, we need to make them quickly and get them approved through consent calendars.

Questions:

Q: The guidelines seem to lack the American Institutions' qualifications, which are present for all other categories.

A: We are using the most recent as a reference, but we will check.

Q: Who does the assessment for the GE program as a whole? The policy does not clearly state who does it or the process.

A: The committee will look into this.

**B. University Library Board (ULB): No Report**

**C. Professional Standards Committee (PS): No Report**

**D. Instruction and Student Affairs Committee (I&SA): No Report**

**E. Organization and Government Committee (O&G): No Report**

**VII. Special Committee Reports: None**

**VIII. New Business: None**

**IX. State of the University Announcements:**

A. Provost

This Holistic Student Engagement update is slightly outdated now, but we are doing well. We have a new target for enrollment from the state of California because we are over our FTE



target by a few students. We were still lagging a little for non-residents, but we are looking to pick up in spring, and we make up for it with CA residents. We were working on transfer success pathways for community college students and are planning on joining the Western UG Exchange program. The Western UG Exchange program is an agreement among WICHE's 16 members through which participating public colleges provide nonresident tuition savings. They pay no more than 150% of that school's resident tuition rate. It does not cover all degrees, and the university chooses which ones. We are discussing with the deans which degrees have capacity. This can help increase nonresident enrollment.

Self-support graduate and undergraduate programs are contributing to our enrollment. This is the first time we have a freshman class larger than 4000, and 87.4% of enrolled students are re-enrolling. I attribute this to the changes we made in advising. We're launching 55 new tenure/tenure-track hires, focusing on high-demand fields like higher enrollment and key strategic priorities such as AI/ML and Science and Technology Studies. We're also prioritizing critical fields that align with our campus vision, including Ethnic Studies and trans studies. On the staff side, we're working to backfill important roles in financial aid and advising while also opening new positions in academic colleges and divisional departments based on our successful 6% reduction strategy. There is also a new ABSO training for staff for different academic development to get certifications.

Questions:

Q: Can you speak to hiring in colleges and divisions

A: It is happening now. We're waiting for the president's approval and the deans to send their numbers.

Q: What are some strategies to recruit nonresident and international students?

A: We are considering a multinational strategy. The CSUs and SJSU are very dependent on one country, but we are looking to other countries, like Latin America and Africa. Since the pandemic, countries like India have improved their undergraduate programs, so students are choosing to stay in their own country. We are working on diversifying the flow of students. One of our deans is in Hong Kong right now.

Q: There are five counselor faculty members, three in the department and not tenure-track, and four to six who are leaving. Are counselors just not being considered for tenure right now?

A: It's not a decision for the provost. We haven't had that conversation since my time here.

C: Some context for the international recruitment issues is based on immigration laws regarding the H1B visa lottery system. If a student graduates and gets a job offer, they still might have to leave if their visa is not chosen. This could be why international students do not want to come here.

Q: Did the financing for SJSU online change for lecture pay compared to last year?

A: No, they are still paid at a higher rate, but it is by program, and we have not changed any programs.

Q: There has been some reorganization and creation of a new college. What is the net impact of this?

A: We have seen no net impact and don't have the data, but 85-90% of their funds are self-support. This move helped streamline the reorganization and combined areas, so we don't need as many MMPs.

Q: There has been an investment in HonorsX investment. What was the return on investment?

A: This program was funded by nonstate dollars. The possibility of future funding remains.  
Q: Concerning expanding our service area, if another CSU in the area doesn't have that program, SJSU is permitted in their territory but what if they were to grow their own program?  
A: It seems unlikely at the time for other CSUs in the area to get the funding and such to grow a degree program like bioengineering, but conceptually this remains a possibility.  
Q: We have a balanced budget this year, which is great news. Does that mean we're going to see more staff hires? Our department administrator covers three departments, and no one can handle that workload.  
A: I haven't looked at all the data.  
Q: Are the class sizes returning to normal size so we can better serve our students?  
A: The spring semester history is not high. In some programs, we have seen a jump in overall section size, and some didn't. We are working to dig deeper into the data in our hands.

#### B. Vice President for Administration and Finance

As stated before, we are going to have a balanced budget, which is a big deal, around 482 million dollars. I will talk more about that at the September budget town hall on the 26th at 9 am if you can make it, as well as at the October 14th Senate meeting. The Habbas Law Athletic Center provides 4 million dollars over ten years. This is the third naming across campus. The housing master plan for the Alquist building and Spartan Village is going well. We have 90% occupancy in all housing, which is 5000 beds on campus, but our students are demanding more. We have about 200 affordable beds; we will have more over the next two years. Deloitte presented at Senate Exec recently on their review to improve our classroom technology. Tabletop exercises with key leaders have been happening in July, August, and September for different emergencies. The Spartan Village on the Paseo funding comes from bonds, a Higher Education Student Housing (HESH) grant from the state, and housing reserves for a total of \$165 million. SJSU is taking over the downtown area with the Hammer Theater, Spartan Village, and the Alquist building. We are becoming a major player in the downtown area; the community and city recognize that.

#### Questions

C: This could align with the efforts of recruiting international and out-of-state students by advertising that they come to the Bay Area and don't worry about housing because we've got you covered.  
A: Yes, exactly. We also have the International House on 11th Street, which houses about 70 students. One of our housing focus areas is working on more kitchen spaces.  
Q: what is the plan for the Alquist Building?  
A: It will be for faculty, staff, and graduate students, with 500–1000 beds. The difficulty is that construction and labor prices have not decreased in the Bay Area despite the economic downturn in recent years. We have had about six requests for proposals but are taking a step back to see where we are going and changing the timeline for affordability.  
Q: So, can the current bids not give us affordable beds?  
A: Currently it would be about a 5% discount from the market but that is not good enough. If we are going to get people to choose to live downtown and with other educators, we want it to be lower. We do not have money available from the state, such as the grant for the Paseo.  
Q: Before, it took two years to find the Senior Associate Vice President for Facilities Development and Operations. Are you concerned about filing or replacing those positions?

A: I had a meeting today about the search for a Senior Associate Vice President for Facilities Development and Operations. We got about 34-35 resumes, with 5 that were considered significantly qualified. In the past, it has taken longer because we were actively recruiting by going to get people. There are three people on the list from other CSU campuses.

Q: Will there be contact with the campus eateries regarding the CSU guidelines about single-use plastic bottles?

A: Years ago, when our Pepsi deal was up for renewal, people were concerned about providing so much sugar on campus, but the number one selling thing was not soda; it was water. We are looking into flavored waters, having the Student Union and Dining Commons have cup refills, and such.

Q: Is there any plan to expand the dining options for the Spartan Village on the Paseo?

A: When we remodeled, we added a cafeteria and a kitchen where you can make your own food. You can also eat with Dining Dollars at the Dining Commons. The Paseo has more dining options than other student housing and downtown options.

C. Vice President for Student Affairs- moved to the next meeting.

D. Chief Diversity Officer

The CCDEI was tasked with compiling a plan for each unit based on Transform 2030. The CCDEI took a step back and first defined five dimensions for Inclusive Excellence. We are now calling it a model, not a framework. The CCDEI will deploy a representative for each unit. The IEF will serve as a foundation for the DEI and can stand the test of time within different strategic plans. In creating the IEF, the DEI looked at past reports, such as the 2020 campus climate report. For each dimension, consider it the summary statement of what we want done in that area. For access and success, consider it where our students are landing after SJSU. Climate and intergroup relations are the health of how we interact within and outside our identities. Education and Scholarship is the hub for curriculum advancement activities and scholarship. For the dimension of infrastructure, it is the policies and procedures and what we are investing in. For community and partnership, think of the Spartan Village on the Paseo as an interactive hub for SJSU and an anchor of the institution. The interfaith task force will include a CCDEI representative, faculty, staff, students, and alumni. The focus is to identify areas for improvement and develop recommendations to enhance support around religion and spirituality in our campus community.

Questions:

Q: Are the five dimensions mapped out in Transformation 2030? What is the timeline for the DEI action plan?

A: Yes, the five dimensions are mapped in Transformation 2030. The timeline is that the committee is taking nominations this semester, and we hope to start at the beginning of next calendar year.

E. Associated Students President

AS has already given out 300 book vouchers and other items to support our students.

In our next meeting AS, we are going to vote to donate \$1000 to the family of the student who passed away in the Paseo. So far, we have allocated \$200 to student clubs. We are working on a resolution in support of the Muwekma Ohlone tribe riding on horseback to Washington DC. We are in contact with the tribal leadership. The Filipino American History Mural is in the works, with the President donating \$25,000 from the Diaz Compean Fund on behalf of SJSU. We hope to have it finished by October 2025. So far, we only have two students interested in participating in university committees. We need help in drafting marketing materials for each committee so students are interested in applying.

Questions:

Q: Is our campus a part of the CSSA response to the CSA Time, Place, and Manner Statement?

A: We do have a student representative in CSSA, Katelyn Gambarin.

F. CSU Statewide Representative(s): A written report was circulated, and the oral report was moved to the next meeting.

**X. Adjournment:** The meeting adjourned at 5:00 p.m.



# **PRESIDENT'S REPORT**

## **Academic Senate Meeting**

**September 30, 2024**

September 30, 2024

# Themes for Priorities

## Holistic Student Engagement – Goal 1

- Georgetown Free Speech Project held on September 19th & 20th, special session with Chancellor Christ and myself, moderated by Dr. Sandy Shugard.
- Completed census: Enrollment growth forecast at 103.9% of CA target ( $N=24,353$ ), non-res at 94.2% of target ( $N=2100$ ).
- Transition to the next generation of GI2025 - the Year of Engagement Focus – Meeting in late October.
- Convened the President's Latino Advisory Council and follow-up with the Hispanic Foundation of SV (focus on recruitment and retention).
- Future of Humanity and Civic Engagement calendar updates ([Link to slides](#)).

## Academic Excellence Advancement & WASC Accreditation (Goal 2)

- Implement AI Vision and AI Pilot initiative – First meeting with the Steering Committee and Faculty Fellow.
- Wall Street Journal and USNWR Rankings have been released.
- Visit by U.S. Secretary of Health and Human Services Xavier Becerra – launch of ARPA+H initiative and Hispanic Heritage Month Kick-off. Met with students and 3 faculty scholar-research presentations.

September 30, 2024

# Themes for Priorities

## **People Centered Excellence (Goal 3)**

- Complete the Cozen Assessment of Title IX & DHR and uphold the DOJ Resolution Agreement.
- First meeting with/Deloitte to launch the future state design for admin/HR operational efficiencies.
- Pre-launch of Interfaith Taskforce and Campus Climate (completed consultation, prep for call for members).

## **Financially Sustainable Budget Model (Goal 4 & 5)**

- On 09/24 Presented at the CSU Board of Trustees' meeting as an exemplar of SJSU campus financial planning.
- University Town Hall on September 26th, presentation of current year budget and initiate planning for 25/26.
- On 09/18th Classroom upgrade assessment launched with Open Campus Forum led by Deloitte.



Executive Committee of the Academic Senate  
Minutes of the Meeting of Aug 26, 2024  
Clark 551, 12 p.m. to 1:30 pm

Present: Joshua Baur, Julia Curry, Vincent Del Casino, Kristin Dukes, Mari Fuentes Martin, Tabitha Hart, Ranko Heindl, Ariana Lacson, Shannon Rose Riley, Karthika Sasikumar, Laura Sullivan-Green, Cynthia Teniente-Matson, Hiu Yung Wong

Absent: Charlie Faas, Colleen Johnson

Minutes taken by Grace Barbieri

**I. Update by Chair**

- a. Sad news of one of our students passing away over the weekend. Our thoughts are with her friends and family.
- b. We will not be meeting next Monday because of the holiday. The following Monday is the full Senate meeting. The next Senate executive meeting will be the 16th.
- c. Eva Joice's memorial is in the Student Union from 3 to 5 p.m. We have a speakers list, but you may still come and say a few words if you like.
- d. On Sep 3, the applications for the AVP of CFETI will be due, and then from the 4th-14th, the Senate Executive Committee will review them. In the past, we have not used any rubric; we have gone by different criteria like representation, experience, relevance, etc. Would it be helpful to have some type of rubric? The Provost reminded the committee that this is a consultative process and that the body is only recommending to the Provost. Instead of a formal rubric, it was recommended that a list of guiding principles be added to the folder with the applications to keep in mind.
- e. A special election in the College of Business is next week, so please encourage any colleagues in the college to stand.

**II. The minutes of the meeting of August 19, 2024, were approved as amended.**

**III. The consent calendar was approved.**

**IV. Special presentation on Academic Technology Strategy by CIO Bob Lim, Jessica Kaplan, and colleagues from Deloitte:**

This is the first time that SJSU will have a multiyear strategy plan. This plan will not only work to improve the technology in classrooms but all learning spaces across SJSU.

Deloitte was on campus back in the spring for three weeks doing initial walkthroughs and such to get a scope of the project free of cost for SJSU. Deloitte met with the President's cabinet, who encouraged them to consult with the Senate Executive Committee. SJSU is in Silicon Valley, the IT capital of the world; however, from what we have seen and heard, the classrooms do not match that setting. We want to combat the aging technology in the learning spaces and modernize them for the students and faculty's experiences. The assessment is ten weeks long. Stakeholder engagement will be a priority in mapping out the current and future state. We plan to engage these stakeholders in interviews and



surveys to receive feedback on academic technology. Are there any other groups the committee feels we should contact?

- The librarians
- Director of Digital Humanities
- DROs
- Staff- academic advisors at success centers
- Potential employers
- Center for Faculty Excellence and Teaching Innovation (formally CFD and eCampus) used to have computer assistance, which was used by those who didn't have offices or could go if they had immediate issues, even though that was the college level not always there. Very important during COVID.

### Timeline

Phase 1 kicks off on September 9th with project setup. There will be scheduled stakeholder interviews, draft surveys, and a formal kickoff meeting. Current state assessment is when we will conduct stakeholder interviews, analyze stakeholder survey responses (if applicable, review data requested, conduct site walks, assess gaps to inform future state vision, and document current state findings. Then, to future state vision & recommendations, we take what we have learned about SJSU and see what is wanted for the future. We will do that by facilitating a future state visioning lab with the steering committee of a diverse cross-section of stakeholders, conducting peer benchmarking and case studies, establishing guiding principles to define future state vision, and identifying recommendations to realize the future state. Finally, we will develop a roadmap and final report. These are not our future plans but SJSU's. It is a ten-week assessment that will move quickly. The final report will draw on multiple sources, both qualitative and quantitative.

Q: Is SJSU providing a budget, and then are you planning accordingly for what you can and cannot do within that budget?

A: Since this is a multi year plan, we do not need to limit ourselves. We are meeting with CFO Charlie Faas to figure out the funding preferences and what we can fund, and then we can build upon our resources.

Q: Is the technology update simply only in the classrooms or for all technologies like in research and innovation, the blue call phones around campus?

A: The focus is more on classroom technology where students and faculty interact, as well as labs, hallways, the library, and other places you all mentioned previously. We were told there are ten different classroom styles on campus, so the focus is on those, but if other things come up, we will give recommendations for those as well.

C: Regarding classrooms, they vary in updated technologies, but not as much. I know there is talk in and around technology and grants at the Chancellor's Office, and looking at granting opportunities makes sense for the campus to tap into that discussion to find funding available for SJSU for the tech.

We are trying to work fast to fill the steering committee and do not want it to be too big or small because of the tight timeline. We are working with AS President Ariana Lacson, to get student members and would love to have a member who can be a liaison for the Senate. The steering committee reports to Bob Lim who was directed by the President to create it. Stefan Frazier was chosen as one of the liaisons, and the committee suggested that another faculty member be included as well.

## **V. Presentation by CDO Kristin Dukes, Interfaith Task Force and Inclusive Excellence framework**

### **DEI update**

The CCDEI was tasked with putting together a plan for each unit based on Transformation 2030. The CCDEI took a step back and first defined five dimensions for the IEF. The CCDEI will deploy a representative for each unit. The IEF will serve as a foundation for the DEI and can stand the test of time within different strategic plans. In creating the IEF, the DEI looked at past reports, such as the 2020 campus climate report.

CCDEI - Campus Committee on Diversity, Equity, and Inclusion reports to the president and will be chaired by Monica Allen, Alerie Flandez, and myself. We are currently working to update the structure. Previously, there were no term limits, and we were trying to clean it up by defining what it meant to be on the committee. Additionally, how the committee members can be compensated and get letters for their files and the staff support from their supervisor. We are working on recruitment this semester.

Q: Is the committee meeting while the restructuring is happening? Are there any students currently on it? I don't know of any AS representatives on it.

A: We are meeting, but no students are constantly attending. We planned to contact AS to get a board member and a graduate student as well.

Q: Under access and success, what do you mean by outcome for students and employees?

A: Things like GPAs, promotions rates, and recruitment and retention for diverse faculty.

### **Interfaith Task Force**

Over the past AY, we have learned that there is some tension on campus between different religious and spiritual groups. This task force is being launched to identify areas for improvement and develop recommendations to enhance support for religion and spirituality in our campus community. It is also part of the Interfaith/Multifaith action plan. It will be for a finite amount of time rather than an ongoing advisory board. We are looking for student, faculty, and alumni representatives. Something we can look to you for is that all of you are in previous task forces, what worked, and try to avoid these faults from happening.

Comments: A caution was expressed that interfaith committees that go in with good intentions can become monolithic. We have to be mindful that there is not a single viewpoint and the committee should be welcoming to different perspectives within a religion. It could become an

issue of where we draw the line on representation and how even if a person is from one religion or belief system, that does not mean we are getting the full range of each belief. You might want to discuss this issue with the Comparative Religion Studies department or the religious-themed FSAs and Student Organizations through Student Involvement. Be wary of the representative model because it might hinder the task force's goals. For student members, our student groups and organizations have faculty advisors so that you can reach out to them. You could try self-nominating or have others nominating as the Senate does for appointments to the task force. This makes it so you avoid hand-picking people, so more can be involved. Additionally, you could require a short statement explaining that they are there for the board, not just to represent me and mine.

Q: Do we have any data on religious affiliation?

A: There is no clear data; it's complicated.

Q: We have not figured out how they can disclose campus data by religion, representing our campus community with sensitivity in collecting data. We looked at the 2020 campus climate assessment, but there are only faculty and staff, not students. We do have self-identified student groups, but you might join those if you are not affiliated with that religion or belief. We don't collect data on certain categories, such as citizenship, that can severely affect people's lives.

<b>SJSU</b>	<b>ACADEMIC SENATE</b>
<b>09-30-2024</b>	<b>CONSENT CALENDAR</b>

<b>2024-2025</b>	<b>COMMITTEE SEATS</b>
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<b>ADD TO VACANT SEATS</b>								
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COMMITTEE TYPE	COMMITTEE NAME	SEAT	SEAT TITLE	NAME	ZIP	PHONE	TERM ENDS	CONSENT CAL
POLICY	Instruction & Student Affairs	I	Student-Senator	Sidhant Sadawarti			2025	09/23
OPERATING	Faculty Diversity	F	Education	Kezban Yagci Sokat	0069	48038	2025	09/23
OPERATING	Faculty Diversity	J	Science	Melisa Kaye	0059	43073	2025	09/23
OPERATING	Faculty Diversity	2	Student-AS Director of Intercultural Affairs	Katelyn Gambarin	0128	46241	EXO	09/23
OPERATING	General Education Advisory	E	Engineering	Allison Johnson	0090	43257	2025	09/23
OPERATING	Institutional Review Board IRB	F	Education	Luis Poza	0074	43646	2025	09/23
OPERATING	Program Planning	G	Health & Human Sciences	Katrina Long	0059	43139	2025	09/23
OPERATING	Program Planning	K	Education	Janet Bang	0075	43714	2026	09/23
OPERATING	Program Planning	P	Science	Thomas Madura	0106	45268	2025	09/23
OPERATING	Student Fairness	1	Student	Adrienne Belardes			2025	09/23
OPERATING	Student Fairness	2	Student	Akhil Rao			2025	09/23
OPERATING	Undergraduate Studies	G	Humanities & Arts	Allison Johnson	0090	43257	2027	09/23
OPERATING	Undergraduate Studies	F	General Unit	Lin Jiang	0087	44596	2025	09/23
SPECIAL AGENCY	Athletics Board	F	Student-AS President or designee	Teaira Brown	0128	46241	EXO	09/23
SPECIAL AGENCY	Budget Advisory	G	Faculty Senator	Eduardo Munoz-Munoz	0170	43600	2027	09/23
SPECIAL AGENCY	Campus Planning Board	E	Senior Director Planning, Design & Construction (Non-Voting)	Alice Cheng	0010	41925	EXO	09/23
SPECIAL AGENCY	Campus Planning Board	F	President's designee	Shawn Whalen		41177	EXO	09/23
OTHER	University Library Board	C	Library Faculty (T/TT)	Estella Inda	0028	82018	2027	09/23
OTHER	University Writing Committee	P	Science	Edgar Bering	0103	45144	2026	09/23
OTHER	University Writing Committee	O	Humanities & Arts LLD Department	David Malinowski	0093	44413	2027	09/23

<b>REMOVE FROM SEATS</b>								
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COMMITTEE TYPE	COMMITTEE NAME	SEAT	SEAT TITLE	NAME	ZIP	PHONE	TERM ENDS	CONSENT CAL
POLICY	Instruction & Student Affairs	E	Student-President Associated Students	Ariana Lacson	0128	46241	EXO	09/23
POLICY	Instruction & Student Affairs	I	Student-Senator	Teaira Brown			2025	09/23
POLICY	Professional Standards	F	General Unit	Colleen Johnson	0035	45925	2025	09/23
OPERATING	Faculty Diversity	2	Student-AS Director of Intercultural Affairs	Srishti Sinha	0128	46241	EXO	09/23
OPERATING	Student Fairness	K	Social Sciences	Jennifer Morrison	0112		2025	09/24
OPERATING	Undergraduate Studies	I	Social Sciences	Sara Benson	0119	45568	2025	09/23
SPECIAL AGENCY	Budget Advisory [ BA ]	G	Faculty Senator	Thomas Madura	0106	45268	2027	09/23
SPECIAL AGENCY	Campus Planning Board	F	President's designee	Jennifer Malutta	0002	41108	EXO	09/23
SPECIAL AGENCY	Campus Planning Board	P	Community	Robert Manford		robert.manford@sanjoseca.gov	2026	09/23

## 6 **Policy Recommendation**

### 7 **Amendment to the Constitution of the Academic Senate of** 8 **San José State University**

#### 9 **Rationale**

10 In August 2023, SM-F23-1 was passed, which established the Committee on Senate  
11 Representation (CSR). The committee consists of administrators, faculty, staff, and  
12 students, and is tasked to develop “recommendations on ways to further strengthen  
13 equitable, inclusive, and effective shared governance” at San José State University.

14 Senate representation has been the subject of seven policy referrals between 2000 and  
15 present (O&G-F00-2, O&G-F03-3, O&G-F18-4, O&G-F21-1, O&G-F22-1, O&G-S23-1,  
16 and O&G-S24-1). Many of these referrals called for adding non-MPP, non-SSP staff  
17 seats to the Senate. Staff comprise 35% of all employed personnel at San José State  
18 University, as of fall 2023, and many staff interact with students and faculty in their daily  
19 work.

20 Furthermore, the 2022 Report of the WASC Senior College & University Commission  
21 (WSCUC)<sup>1</sup> Team for Reaffirmation of Accreditation identified shared governance as one  
22 of the key areas of concern and encourages the university to continue work on “to be  
23 more inclusive of all stakeholders.” The CSR engaged in thirteen stakeholder meetings  
24 between January 2024 and August 2024, and conducted a staff survey in February  
25 2024, which yielded data of about 250 respondents. A consistent theme throughout  
26 these meetings and the survey was the importance of staff serving on the Senate and  
27 other bodies of shared governance.

28 From the establishment of the General Unit in the Senate Constitution in 1994, a  
29 specific segment of staff have served as senators; specifically Unit 4 members who hold  
30 the title of Student Services Professionals (SSP) III and IV. This constituency has had  
31 varying amounts of representation over the years, because they do not have dedicated  
32 seats, but rather, they must be elected from within the General Unit. The committee  
33 found two issues on this state of affairs.

34 First, it can be confusing to label a specific segment of the staff as “faculty” when they  
35 are in fact classified as staff employees. Second, while voices of the SSP III and IV

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<sup>1</sup> The organization is under the umbrella of the Western Association of Schools and Colleges (WASC).

36 members have been important, it is not sufficient because “staff” of the university  
37 encompasses a much larger group of SJSU employees. It is the committee’s finding  
38 that staff members merit broader, more inclusive representation at the Senate.

39 This policy recommendation proposes to amend the Constitution of the Academic  
40 Senate of San José State University so that the terms “faculty” and “staff” used in the  
41 Constitution of the Senate would align with the usage of these terms in a broader  
42 context. This policy recommendation also proposes to broaden the membership of the  
43 Senate to implement a more inclusive and equitable shared governance model.

44 The committee has also learned other areas of opportunity to propose further changes.  
45 One area is the representation of deans, which is one of the most widely represented  
46 constituencies. While each dean has their own discipline-specific expertise and unique  
47 leadership perspectives, which is indispensable for the function of the Senate, given  
48 frequent and collegial communication and collaborations among the deans, as has been  
49 always exercised, the committee found it feasible to adjust the extent of representation.

50 Another area is the membership of the President of the University, who is the ultimate  
51 authority regarding all university policies. Ratification of all policy resolutions approved  
52 by the Senate requires approval by the President. As such, and aligning the practices  
53 employed by other CSU campuses, the committee found it beneficial to change the  
54 President to a non-voting member.

55 Based on these reasons, and specifically, this recommendation seeks to:

- 56 1. Redefine “faculty” as exclusively Unit 3 employees;
- 57 2. Preserve SSP staff participation in the Senate;
- 58 3. Allow other general staff participation in the Senate;
- 59 4. Make changes to non-faculty seats; and
- 60 5. Increase the number of faculty seats.

61 **Resolved:** That the following amendment to the Constitution of the Senate be adopted  
62 and enacted upon the adoption of the amendment of the Bylaws as proposed in AS  
63 1877.

64 Approved: September 25, 2024

65 Vote: 10-0-0

66 Present: Harish Chander, Denise Dawkins, Katelyn Gambarin,  
67 Reiko Kataoka, Michael Kaufman, Eduardo Munoz-Munoz, Annette  
68 Nellen, Nha-Nghi Nguyen, Kenneth Peter, Janet Sundrud

69 Absent: Acacia Clark, Behin Elahi, Jahmal Williams

70 Financial Impact: If hours of work is taken from those hours otherwise spent for the  
71 regular work of the staff members, then it may incur financial cost to

72 the organization/division. Staff participation in the Senate may  
73 result in facilitating operation university-wide, contributing to  
74 reducing overall operational costs.

75 Workload Impact: Increased workload for University Personnel

76                                   **CONSTITUTION OF THE ACADEMIC SENATE**  
77                                   **SAN JOSE STATE UNIVERSITY**

78                                   **PREAMBLE [UNCHANGED]**

79                   To provide for effective participation and deliberation by the academic community  
80 of San José State University in the formulation of governing policies for the University,  
81 this Constitution is ordained and established.

82                                   **ARTICLE I -- THE ACADEMIC SENATE [UNCHANGED]**

83 **Section 1.** The Academic Senate is the principal agency for the formulation and  
84 recommendation of policy for the University. Regular meetings shall be held at least  
85 once every month during the academic year. Special meetings of the Academic Senate  
86 shall be called at the request of the President of the University, or of the Chairperson of  
87 the Academic Senate, or on a written petition of thirty per cent (30%) of the members of  
88 the Academic Senate. A majority of the members constitutes a quorum.

89                                   **ARTICLE II -- MEMBERSHIP**

90 **Section 1.** The Academic Senate shall consist of representatives from the University  
91 administration, faculty, staff, and students. In the interests of communication and  
92 cooperation, the Emeritus Faculty Association and the Alumni Association shall also  
93 each have a representative. Student, administration, staff, emeritus faculty, and alumni  
94 representatives have the same rights to speak and vote as other members, but may not  
95 serve concurrently as elected representatives of the faculty. Student, administration,  
96 emeritus faculty, and alumni representatives are also  ~~, and are~~ not qualified for election  
97 as officers of the Senate. The President of the University, who has ultimate authority  
98 over university policies, shall not vote on resolutions. At least two-thirds of the ~~total~~  
99 ~~membership of the Senate~~ voting senators shall be members holding office under  
100 ~~sections 3, 4, and 5~~ section 3, section 5, and section 6 of this Article.

101 **Section 2.** Administration representatives shall consist of the President (non-voting  
102 member), the Provost, the Vice President for Administration and Finance, the Vice  
103 President for Student Affairs, and the Chief Diversity Officer, ex officio; and ~~four (4)~~  
104 three (3) academic deans, at least two of whom shall be deans of colleges, elected by  
105 the academic deans for staggered two-year terms.

106 **Section 3.** a) For the purposes of this Constitution, the faculty consists of all  
107 members of Collective Bargaining Unit 3 ~~University staff holding the title of Professor,~~  
108 ~~Associate Professor, Assistant Professor, Instructor or Lecturer, and holders of such~~  
109 ~~other professional and administrative staff positions as may be declared by bylaw to be~~  
110 ~~directly related to the instructional program of the University.~~ Faculty representatives  
111 shall consist of no less than ~~twenty-seven (27)~~ forty (40) faculty members apportioned



112 among the representative units as much as possible in proportion to faculty population.  
113 Apportionment shall be provided for in the bylaws, but each representative unit shall  
114 have at least one representative.

115 b) Tenured faculty and probationary regular faculty who have completed at  
116 least one year's service and temporary faculty who have completed at least one  
117 Academic year of service at the University are eligible as Senate faculty  
118 representatives. Election of probationary or temporary faculty to the Senate does not  
119 assure or imply retention or tenure or rehiring. Probationary and temporary faculty  
120 elected to the Senate shall have the same term of office as other faculty  
121 representatives, but shall cease to be members of the Senate if not retained or rehired.

122 c) All faculty may vote for representatives. Each part-time faculty member  
123 shall have a weighted vote equal to the fraction of time for which ~~the faculty~~~~he or she~~ is  
124 appointed or, in the case of voluntary faculty employees, the fraction of time actually  
125 being taught, except that a tenured faculty member serving on a part-time appointment  
126 shall retain a full vote. Representatives shall be members of and be nominated and  
127 elected by the faculty of the representation units to which they are assigned. Terms  
128 shall be three (3) years, one-third (1/3) of the faculty representatives to be elected each  
129 year.

130 d) An elected faculty member is subject to recall by a majority vote of his  
131 ~~or her~~their constituents. A recall election shall be held whenever twenty per cent (20%)  
132 or twenty-five (25) of the qualified voters of the constituency, whichever is greater, sign  
133 a petition to recall. No member shall be subject to a recall election more than once in an  
134 academic year.

135 **Section 4.** a) For the purpose of this Constitution, the staff consists of all University  
136 employees who are not members of Collective Bargaining Unit 3, nor students, and do  
137 not hold positions as Management Personnel Plan (MPP) employees.

138 b) When further delineation is needed, the term "SSP staff" is used to refer  
139 to those staff members who are represented by Bargaining Unit 4 and hold positions as  
140 Student Service Professionals (SSP), and the term "general staff" is used to refer to all  
141 other staff members of the university.

142 c) Staff representatives shall consist of two (2) SSP staff and two (2)  
143 general staff representatives elected as provided for in the bylaws.

144 d) Staff members who have completed at least one year's service at the  
145 University are eligible as Senate Staff representatives. Election of probationary or  
146 temporary staff to the Senate does not assure or imply retention or tenure or rehiring.  
147 Probationary and temporary staff elected to the Senate shall have the same term of  
148 office as other faculty representatives, but shall cease to be members of the Senate if

149 not retained or rehired.

150 e) All staff may vote for their respective representatives. Each part-time  
151 staff member shall have a weighted vote equal to the fraction of time for which the staff  
152 member is appointed. Representatives shall be members of and be nominated and  
153 elected by staff members for staggered three-year terms.

154 f) An elected staff member is subject to recall by a majority vote of their  
155 constituents. A recall election shall be held whenever twenty per cent (20%) or twenty-  
156 five (25) of the qualified voters of the constituency, whichever is greater, sign a petition  
157 to recall. No member shall be subject to a recall election more than once in an  
158 academic year.

159 **Section 5. 4-**Representatives to the Academic Senate, California State University, shall  
160 be members ex officio of the Academic Senate of San José State University. They shall  
161 be elected according to procedures established by the Academic Senate, California  
162 State University, and the Academic Senate of this University.

163 **Section 6. 5-**The Chair of the Academic Senate and the previous year's Chair (if not the  
164 same person as the current chair) shall be members of the Senate ex officio.

165 **Section 7. 6-**Student representatives shall consist of the President of the Associated  
166 Students and six (6) students in good standing selected according to policies and  
167 procedures prescribed by Associated Students, Inc. These students shall serve one-  
168 year terms, and may serve more than one term. Vacancies in these Senate seats will be  
169 filled according to Associated Students, Inc. policies and procedures.

170 **Section 8. 7-**The Alumni Association representative shall be elected by the Association  
171 in the same manner as Association officers, to a three (3) year term.

172 **Section 9. 8-**The representative of the Emeritus Faculty Association shall be an officer  
173 of the Association designated by the Association.

174 **ARTICLE III – ORGANIZATION [UNCHANGED]**

175 **Section 1.** The presiding officer of the Academic Senate shall be the Chair. The Vice  
176 Chair shall preside in the absence of the Chair. The Senate shall have such other  
177 officers as may be provided for by bylaw.

178 **Section 2.** The times and procedures for the election of all Senate officers shall be as  
179 provided for by bylaw.

180 **Section 3.** Budgetary support for the Academic Senate, including secretarial service  
181 and operational expense, shall be provided by the University.

182 **Section 4.** A record shall be kept of the proceedings of the Academic Senate. The  
183 agenda shall be published as long before and the minutes as soon after each meeting  
184 as is practicable.

185 **Section 5.** The Academic Senate may adopt bylaws consistent with this Constitution.  
186 Bylaws may be enacted only by a two-thirds (2/3) majority at a regular meeting  
187 subsequent to the meeting at which such bylaws are introduced.

188 **Section 6.** The Academic Senate may establish its own rules of procedure consistent  
189 with this Constitution. A standing rule may be established, amended or rescinded by a  
190 majority vote at any meeting.

191 **Section 7.** The Academic Senate shall appoint committees of its own as specified in  
192 the bylaws. Any member of the University community may serve on such committees.

#### 193 **ARTICLE IV -- POWERS AND RESPONSIBILITIES**

194 **Section 1.** The Academic Senate, subject to the laws of California and the policies  
195 and regulations of the Board of Trustees, shall formulate policies and procedures on  
196 matters affecting the general welfare of the University, including (a) educational policies,  
197 (b) faculty affairs, (c) student affairs, ~~and~~ (d) budget and finance, and (e) staff affairs to  
198 the extent they relate to the prior four matters (a-d).

199 **Section 2.** Upon passage by the Academic Senate, proposed policies and  
200 procedures shall be submitted to the President of the University for consideration and  
201 action. Those approved by the President become official University Policy and will be  
202 implemented as soon as practicable. The President will report to the Senate promptly  
203 on those proposed measures of which the President~~he or she~~ does not approve.

#### 204 **ARTICLE V – REFERENDUM [UNCHANGED]**

205 **Section 1.** Any action of the Academic Senate may be referred to the faculty  
206 electorate when forty per cent (40%) of the Academic Senate members present support  
207 a motion for a referendum or when twenty per cent (20%) of the faculty electorate  
208 submit a petition for a referendum to the Associate Vice Chair of the Academic Senate.  
209 A petition calling for a referendum shall indicate the specific action of the Academic  
210 Senate which is the subject of the referendum. Such a petition must be submitted within  
211 a period of thirty (30) working days of a regular academic session following the action to  
212 be referred. A majority of the votes cast shall be necessary to sustain the action.

#### 213 **ARTICLE VI – AMENDMENTS [UNCHANGED]**

214 **Section 1.** Amendments to this Constitution may be proposed for faculty  
215 consideration by a majority of the total membership of the Academic Senate or by a

216 petition signed by twenty per cent (20%) of the faculty electorate. Ratification shall  
217 require approval by a majority of the votes cast by the faculty electorates, and by the  
218 President of the University.

219 **ARTICLE VII – ADOPTION [UNCHANGED]**

220 This Constitution shall become effective on approval by a majority of the faculty  
221 and staff and by the President of the University.

## **Policy Recommendation**

# **Amendment to Bylaws of the Academic Senate of San José State University**

### **9 Rationale**

10 In August 2023, SM-F23-1 was passed, which established the Committee on Senate  
11 Representation (CSR). The committee consists of administrators, faculty, staff, and  
12 students, and is tasked to develop “recommendations on ways to further strengthen  
13 equitable, inclusive, and effective shared governance” at San José State University.

14 Senate representation has been the subject of seven policy referrals between 2000 and  
15 present (O&G-F00-2, O&G-F03-3, O&G-F18-4, O&G-F21-1, O&G-F22-1, O&G-S23-1,  
16 and O&G-S24-1). Many of these referrals called for adding non-Management Personnel  
17 Plan, non-Student Services Professionals staff seats to the Senate. Staff comprise 35%  
18 of all employed personnel at San José State University, as of fall 2023, and many staff  
19 interact with students and faculty in their daily work.

20 Furthermore, the 2022 Report of the WASC Senior College & University Commission  
21 (WSCUC)<sup>1</sup> Team for Reaffirmation of Accreditation identified shared governance as one  
22 of the key areas of concern and encourages the university to continue work on “to be  
23 more inclusive of all stakeholders.” The CSR engaged in thirteen stakeholder meetings  
24 between January 2024 and August 2024, and conducted a staff survey in February  
25 2024, which yielded data of about 250 respondents. A consistent theme throughout  
26 these meetings and the survey was the importance of staff serving on the Senate and  
27 other bodies of shared governance.

28 From the establishment of the General Unit in the Senate Constitution in 1994, a  
29 specific segment of staff have served as senators; specifically Unit 4 members who hold  
30 the title of Student Services Professionals (SSP) III and IV. This constituency has had  
31 varying amounts of representation over the years, because they do not have dedicated  
32 seats, but rather, they must be elected from within the General Unit. The committee  
33 found two issues on this state of affairs.

34 First, it can be confusing to label a specific segment of the staff as “faculty” when they  
35 are in fact classified as staff employees. Second, while voices of the SSP III and IV

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<sup>1</sup> The organization is under the umbrella of the Western Association of Schools and Colleges (WASC).

36 members have been important, it is not sufficient because “staff” of the university  
37 encompasses a much larger group of SJSU employees. It is the committee’s finding  
38 that staff members merit broader, more inclusive representation at the Senate.

39 This policy recommendation proposes to amend the Bylaws of the Academic Senate of  
40 San José State University so that the terms “faculty” and “staff” used for the Bylaws of  
41 the Senate would align with the usage of these terms in a broader context. This policy  
42 recommendation also proposes to broaden the membership of the Senate to implement  
43 a more inclusive and equitable shared governance model.

44 The committee has also learned other areas of opportunity to propose further changes.  
45 One area is the representation of deans, which is one of the most widely represented  
46 constituencies. While each dean has their own discipline-specific expertise and unique  
47 leadership perspectives, which is indispensable for the function of the Senate, given  
48 frequent and collegial communication and collaborations among the deans, as has been  
49 always exercised, the committee found it feasible to adjust the extent of representation.

50 Another area is the membership of the President of the University, who is the ultimate  
51 authority regarding all university policies. Ratification of all policy resolutions approved  
52 by the Senate requires approval by the President. As such, and aligning the practices  
53 employed by other CSU campuses, the committee found it beneficial to change the  
54 President to a non-voting member.

55 Furthermore, this policy recommendation proposes to add an article on staff protections.  
56 Although San José State University has policies relating to free speech, it is the  
57 committee’s opinion that additional language is necessary to ensure that staff can freely  
58 participate with independent voices. Our research has shown that when staff do not  
59 have sufficient support from their managers (and the university administration, as a  
60 whole), then staff will view their participation in shared governance as potentially unsafe  
61 and threatening.

62 Based on these reasons, and specifically, this recommendation seeks to:

- 63 1. Redefine “faculty” as exclusively Unit 3 employees;
- 64 2. Preserve SSP Staff participation in the Senate;
- 65 3. Allow General Staff participation in the Senate;
- 66 4. Make changes to non-faculty seats;
- 67 5. Increase the number of faculty seats; and
- 68 6. Provide language that allows time for service work for staff senators and ensure  
69 independent opinions are voiced by staff in the Senate.

70 **Resolved:** That the following amendment to the Bylaws of the Senate be adopted and  
71 enacted upon the adoption of the amendment of the Constitution as proposed in AS  
72 1876.

73 Approved:                      September 25, 2024

74   Vote:                    10-0-0

75                            Present:     Harish Chander, Denise Dawkins, Katelyn Gambarin,  
76                            Reiko Kataoka, Michael Kaufman, Eduardo Munoz-Munoz, Annette  
77                            Nellen, Nha-Nghi Nguyen, Kenneth Peter, Janet Sundrud

78   Absent:                 Acacia Clark, Behin Elahi, Jahmal Williams

79   Financial Impact:     If hours of work is taken from those hours otherwise spent for the  
80                            regular work of the staff members, then it may incur financial cost to  
81                            the organization/division. Staff participation in the Senate may  
82                            result in facilitating operation university-wide, contributing to  
83                            reducing overall operational costs.

84   Workload Impact:     Increased workload for University Personnel

85 **BYLAWS OF THE ACADEMIC SENATE**  
86 **SAN JOSE STATE UNIVERSITY**

87 1. Elections and Faculty and Staff Representatives

88 1.1 Faculty representatives shall be elected to the Academic Senate of this  
89 University from the following representative units: College of Health and Human  
90 Sciences, College of Business, College of Education, College of Engineering,  
91 College of Humanities and the Arts, College of Science, College of Social  
92 Sciences, and the General Unit.

93 1.1.1 Members of the General Unit

94 a) Unit 3 faculty outside the above colleges (e.g., College of Data, Information,  
95 and Society faculty, librarians, counselors, Division of Intercollegiate Athletics  
96 coaches [~~not MPP~~]).

97 b) ~~Student Services Professional III or IV (e.g., staff advisors).~~

98 1.1.2 A college, not presently represented in 1.1 would become a representative  
99 unit when that college has at least 50 Full-Time Equivalent Faculty (FTEF) FTEF  
100 and at least three departments.

101 1.1.3 Members of the faculty electorate holding administrative, or Management  
102 Personnel Plan (MPP), positions are not eligible to serve as faculty  
103 representatives while holding such positions.

104 ~~1.2 Pursuant to Article II, Section 3 of the Constitution, the following positions~~  
105 ~~and classifications are declared to be directly related to the instructional program.~~  
106 ~~All employees serving in the following positions are qualified to vote for faculty~~  
107 ~~representatives (using proportional voting based on assignment) and are eligible~~  
108 ~~to serve as faculty representatives to the Senate with the exception of~~  
109 ~~administrators (covered by the Management Personnel Plan), employees in~~  
110 ~~clerical and technician classifications, and volunteers.~~

111 a) ~~All members of Bargaining Unit III who are not members of or included in one~~  
112 ~~of the college representative units. This includes: Instructional Faculty (12 mo &~~  
113 ~~AY) and Student Services Professional.~~

114 b) ~~Employees classified as Student Services Professional III or IV.~~

115 1.2 Staff representatives shall be elected to the Academic Senate from the  
116 staff unit, the members of which are the entire SJSU employees who are not  
117 members of Collective Bargaining Unit 3 nor students, and do not hold positions



118 as Management Personnel Plan (MPP).

119 1.2.1 Two of the staff representatives shall be elected from the members of the  
120 staff electorate who hold positions as Student Service Professional (SSP Staff  
121 electorate) as SSP Staff representatives.

122 1.2.2 Two other staff representatives shall be elected from all of the other  
123 members of the staff electorate (General Staff electorate) as General Staff  
124 representatives.

125 1.3.2.1 Subject to approval of the Executive Committee, the Election Committee  
126 is authorized to decide questions of interpretation of this bylaw and may  
127 recommend amendments to it to the Organization and Government Committee.

128 1.4.3The number of faculty senators must be twice the number of senators who  
129 are eligible to vote and not faculty members [currently 2018: Deans (34), AS  
130 President and students (7), ~~the President and VPs (45)~~, SSP Staff  
131 Representatives (2), General Staff Representatives (2), an Emeritus  
132 Representative (1), and an Alumni Representative (1)].

133 1.4.1.3.1 The number of faculty representatives to be apportioned among the  
134 colleges and the General Unit is the total number of faculty senators minus the  
135 number of ex officio faculty senators (Academic Senate of the CSU  
136 (ASCSU)ASCSU senators, SJSU Senate Chair and Past Chair). The resulting  
137 difference is the number to be used in part 1.4.2 4.3.2 to apportion faculty  
138 representatives among the several colleges and the General Unit.

139 1.4.2.1.3.2: Before each spring election, using the FTE/F of the preceding fall  
140 semester provided by University Personnel, the Senate Administrator shall  
141 determine, and the Associate Vice Chair verify, the number of representatives  
142 allotted to each representative unit (as defined in Bylaw 1.1). The number of  
143 representatives for each unit shall be determined by first dividing the combined  
144 total FTE teaching faculty of the college representative units plus the FTE faculty  
145 ~~and staff~~ in the General Unit by the number determined in part 1.4.1.3.1 above  
146 and then dividing this value into the FTE faculty of each of the college units and  
147 the FTE faculty ~~and staff~~ in the General Unit.

148 1.4.2.1.3.2.1 If the allotment of any representative unit is determined to  
149 be less than one, it shall be increased to one.

150 1.4.2.1.3.2.2 If the total number of faculty representatives on the Senate  
151 overall exceeds the number as determined in section 1.4 4.3 above, the  
152 number as determined in section 1.4.2 4.3 above shall be decreased until  
153 the total number of faculty representatives allotted is equal to the number

154 determined in 1.4.1.3 (i.e., maintains the 2/3 proportion of voting members  
155 membership being faculty representatives.

156 1.4.2.3~~1.3.2.3~~ If the total number of faculty representatives on the Senate  
157 overall is less than the number as determined in section 1.4.1.3 above, one  
158 additional representative shall be allotted in turn to each of the units in  
159 order of greatest fractional representation until the total number of faculty  
160 representatives equals the number as determined in section 1.4.1.3 above  
161 (i.e., twice the number of senators who are eligible to vote on policy  
162 resolutions and are not in section 3, section 5, and section 6 ~~sections 3, 4,~~  
163 ~~and 5~~ of Article II of the Constitution)

164 1.5.1.4 If it is determined by the above procedure that the number of  
165 representatives allotted to any college/unit will be changed from the previous  
166 year, the Senate Administrator in collaboration with the Associate Vice Chair,  
167 shall ~~so~~ report to the Academic Senate prior to the announcement of elections.

168 1.5.1.4.4 If a representative unit is allotted an additional seat and there is no  
169 vacancy in the representation of a unit losing a seat, the unit gaining a seat shall  
170 nevertheless elect an additional representative for a full term at the next general  
171 election. The next vacancy occurring, by expiration of term, resignation or  
172 otherwise, in the unit losing a seat shall not be filled.

173 1.6.1.5 Representatives to the Academic Senate shall be nominated by a petition  
174 signed by at least ten (10) members of the faculty/staff electorate of the  
175 appropriate election unit: (a) college, (b) General Unit, (c) SSP Staff unit, or (4)  
176 General Staff unit). The candidate shall indicate, by signature on the petition,  
177 their willingness to serve if selected.

178 1.6.1.5.4 If there is no candidate for an Academic Senate seat by the end of the  
179 filing period, that seat shall be declared vacant and shall be filled according to the  
180 procedures outlined in 1.7.2.4 ~~6.1.6.2.4~~.

181 1.7.1.6 When there is a vacancy of a faculty/staff representative (excluding CSU  
182 Senators) the replacement for the remainder of the term shall be chosen as  
183 follows:

184 1.7.1.6.4 If a senator will be unable to perform their duties as senator for one  
185 semester or less, a temporary replacement will be selected in accordance with  
186 the following procedures:

187 1.7.1.6.4.4 The dean of the college from which the senator serves shall  
188 call for nominations for a temporary replacement to be chosen by chairs  
189 and directors of that college from those nominated.

190 1.7.1.24.6.1.2 For the General Unit, the Senate Administrator shall call for  
191 nominations for a temporary replacement to be chosen by the Executive  
192 Committee from those nominated.

193 1.7.1.3 For a staff senator, the University Personnel (UP) shall call  
194 for nominations for a temporary replacement to be chosen by the  
195 Executive Committee from those nominated.

196 1.7.24.6.2 When there is a permanent vacancy of a senator, the replacement for  
197 the remainder of the term shall be chosen as follows: the appropriate college  
198 dean (or Senate Administrator in the case of the General Unit or UP in the case  
199 of staff) shall hold a special election as soon as possible after the determination  
200 of the vacancy.

201 1.7.2.14.6.2.1 Vacancies are created by

- 202 a) resignation or recall from the Senate,
- 203 b) termination of employment,
- 204 c) removal from the Senate as a result of being absent from three Senate  
205 meetings in an academic year,
- 206 d) removal from a policy committee as a result of being absent from three  
207 regularly scheduled policy committee meetings,
- 208 e) removal from a policy committee due to failure to perform assigned  
209 policy committee duties as determined by the Executive Committee of  
210 the Senate in consultation with the policy committee chair,
- 211 f) leave, with or without pay, which covers more than one semester,
- 212 g) appointment to a full-time administrative (Management Personnel  
213 Plan) position,
- 214 h) election to the role of Academic Senate Chair, or
- 215 i) no candidate files for a vacant seat.

216 1.7.2.24.6.2.2 When a Senate seat is vacated, the associated seat on that  
217 senator's assigned policy committee would become vacant.

218 1.7.2.34.6.2.3 Faculty and staff representatives who accept one semester  
219 leaves with or without pay may resign from the Senate or request the  
220 selection of a replacement for one semester following the procedures  
221 listed in 1.7.1.4.6.4 above.

222 1.7.2.44.6.2.4 If no candidate files for that vacancy, it shall be filled for one  
223 year by a person in that constituency selected by the Executive  
224 Committee after consultation with the Senators from that constituency. A  
225 permanent replacement shall be elected to fill out the remainder of the  
226 term as part of the next general election. For SSP and General Staff

227 Senate seats, such vacant seats shall become a Staff-at-Large seat,  
228 which may be filled for one year by a person from either a SSP Staff or a  
229 General Staff constituency.

230 1.7.2.5~~1.6.2.5~~ If only one candidate files a nominating petition for a  
231 vacancy, the dean (~~or~~ Senate Administrator for the General Unit election,  
232 or UP for the staff units election) shall not conduct an election but shall ~~so~~  
233 report to the Executive Committee, and the Executive Committee shall  
234 declare the single candidate elected.

235 1.7.2.6~~1.6.2.6~~ If a vacancy occurs during the months of January or  
236 February, the seat shall be filled following the procedures listed in 1.7.1  
237 ~~1.6.4~~ above for temporary vacancies and the senator shall hold the seat  
238 for the remainder of the academic year. A permanent replacement shall be  
239 elected to fill out the remainder of the term as part of the next general  
240 election.

241 1.8~~1.7~~ Faculty and Staff Voting Rights for Elections to the Senate

242 1.8.1~~1.7.1~~ Tenured and tenure track faculty have full permanent voting rights for  
243 college representatives in the department of their primary assignment.

244 1.8.2~~1.7.2~~ Lecturer faculty have proportional voting rights for college  
245 representatives in the department of their primary assignment. Lecturer faculty  
246 assigned to more than one representative unit may vote in each unit on a  
247 proportional basis determined by the percentage of their appointment in each  
248 unit.

249 1.8.3~~1.7.3~~ Members of the general unit have voting rights proportional to their  
250 appointment(s).

251 1.8.4 Staff members have voting rights proportional to their appointment(s).

252 1.9~~1.8~~ No write-in votes are permitted.

253 1.10~~1.9~~ Procedures for faculty elections shall be determined by the Senate  
254 Election Committee, with the approval of the Executive Committee of the  
255 Academic Senate.

256 1.11~~1.10~~ The phrase "academic deans" as used in Article II, Section 2 of the  
257 constitution means deans, and associate deans (MPP) in the academic affairs  
258 division. Elections of representative academic deans shall be conducted and  
259 reported by the Provost, and vacancies shall be filled by special elections for the  
260 balance of unexpired terms.

261 1.12 Whenever the word "staff electorate" is used in the constitution, bylaws, or  
262 standing rules of the Academic Senate, it refers to those SJSU employees who  
263 are not members of Collective Bargaining Unit 3, nor students, and do not hold  
264 positions as Management Personnel Plan (MPP). Elections of representative  
265 staff shall be conducted and reported by University Personnel, and vacancies  
266 shall be filled by special elections for the balance of unexpired terms.

267 1.12.1 When further delineation is needed, the term "SSP Staff  
268 electorate" is used to refer to the staff electorate who hold SSP positions,  
269 and the term "General Staff electorate" is used to refer to all other  
270 members of the staff electorate.

271 1.13 Whenever the phrase "faculty electorate" is used in the constitution,  
272 bylaws, or standing rules of the Academic Senate, it refers to those faculty  
273 members eligible to vote for representatives to the Senate (including members of  
274 the General Unit), with proportional votes for lecturer faculty, as specified in  
275 Article II, Section 3, Part c, of the Senate's constitution.

276 1.14 Whenever the word "staff" is used in connection with eligibility for or  
277 service on any committee and no other definition is stated, it means both a  
278 member of the SSP Staff and the General Staff electorates.

279 1.14.1 When further delineation is needed, the phrase "SSP Staff" is used to refer to  
280 the staff members who hold SSP positions, and the phrase "General Staff" is  
281 used to refer to all other staff members.

282 1.154.12 Whenever the word "faculty" is used in connection with eligibility for or  
283 service on any committee and no other definition is stated, it means a member of  
284 the faculty electorate.

285 1.164.13 Whenever the phrase "teaching faculty" is used in connection with  
286 committee eligibility or service and no other definition is stated, it means  
287 university personnel holding the title of professor, associate professor, assistant  
288 professor, or lecturer whose primary assignment is instruction and not more than  
289 50 percent of whose workload is administrative or other non-instructional duties  
290 (other than as department chair or equivalent). Reimbursed or re- assigned time  
291 for research, curriculum development, committee service, etc., is instructional.

292 1.17 Staff Protections: staff senators independently represent staff, and do not  
293 represent their supervisors or administrators. Supervisors and administrators  
294 must at all times make clear that the staff senators have protected voices that will  
295 be respected. Opinions expressed by staff senators during senate activities shall  
296 not be included in staff evaluations. Staff senators shall be given time to attend  
297 scheduled senate and policy committee meetings as well as time for meeting

298 preparation and work on committee assignments.

299 2. Senate Officers

300 2.1 The following are officers of the Academic Senate:

301 2.1.1 The Chair of the Senate (who must be a faculty or SSP staff member),  
302 who shall be its presiding officer, as provided in the constitution, and shall also  
303 be Chair of the Executive Committee, and general faculty meetings.

304 2.1.2 The Vice Chair (who must be a faculty or SSP staff member), who shall  
305 discharge the duties of the Chair during any temporary disability of the Chair,  
306 shall serve as a CSU Senator during the temporary disability of one of the SJSU  
307 representatives to the ASCSU, and shall succeed to the office of Chair when the  
308 Chair's term or terms expire or if the Chair resigns or that office becomes vacant  
309 for any other reason.

310 2.1.3 The Associate Vice Chair (who must be a faculty or SSP staff member),  
311 who shall be Chair of the Committee on Committees and the Election Committee,  
312 shall act as Vice Chair during the temporary disability of the Vice Chair, and shall  
313 act as Chair if both the Chair and the Vice Chair become temporarily unable to  
314 perform their duties.

315 2.1.4 The Past Chair is the person who served as chair for the preceding year,  
316 provided that the Past Chair is not the same person as the current chair and  
317 does not hold any other Senate office.

318 2.1.5 The Faculty-at-Large Representative. There shall be no Faculty-at-Large  
319 Representative when there is a Past Chair.

320 2.1.6 ASCSU Representative to the Executive Committee

321 2.1.7 The Chairsehairs of the Senate Policy Committees.

322 2.2 Election Procedures for Senate Officers

323 2.2.1 Senate officers, other than the Chair, Past Chair and Faculty-at-Large  
324 Representative, shall be elected from the faculty and SSP staff members of the  
325 Senate annually for one-year terms. Nominees for Chair of Professional  
326 Standards must be tenured full professors.

327 2.2.2 Extension of Senate Chair's term

328 2.2.2.1 If the Chair so requests, the agenda for the first regular  
329 meeting of the Senate in spring semester shall include, as a special order

330 of business preceding policy committee reports, a proposal to extend that  
331 chair's term. When the special-order item is reached, the Associate Vice  
332 Chair of the Senate shall preside while the Senate debates and votes on  
333 the proposal. The vote shall be by secret ballot and approval of the  
334 extension shall require a two-thirds affirmative vote.

335 2.2.2.2 If the Senate approves the extension, the incumbent Chair is  
336 re-elected for the following year. The term of office of the Vice Chair is  
337 extended for one year. (If the term of the Vice Chair as an elected faculty  
338 representative expires at the end of the spring semester the Vice Chair  
339 shall take the place otherwise held by the Past Chair as an ex officio  
340 member.) The term of the Past Chair is not extended, and a Faculty-at-  
341 Large Representative shall be elected at the end of spring semester to fill  
342 the Past Chair's position on the Executive Committee for the following  
343 year.

344 2.2.2.3 If the Senate does not approve the extension of the Chair's  
345 term, the Vice Chair shall automatically succeed to the office of Chair at  
346 the adjournment of the last meeting of the current Senate in spring  
347 semester.

348 2.2.2.4 No chair shall serve for more than two full terms in succession.

349 2.2.3 If the previous year's Chair is not the same person as the current Chair,  
350 the previous year's Chair will be a Senate officer called the Past Chair. However,  
351 if the Past Chair is elected to any other/Senate office, there will be no Past Chair  
352 that year and a Faculty-at-Large Representative shall be elected instead.

353 2.2.4 As soon as possible after the election of new Senate members in the  
354 spring, the Chair of the Senate shall appoint a nominating committee to prepare  
355 a slate of officers for the forthcoming academic year. This committee should  
356 nominate at least two candidates for each open Senate office. The committee  
357 shall also ascertain the willingness of the nominees to serve if elected. The  
358 committee shall produce a brief written document regarding the qualifications and  
359 goals of each candidate which shall be distributed to the Senate prior to the day  
360 of election.

361 2.2.5 The slate of nominees proposed by the nominating committee shall be  
362 communicated to the Senate prior to the last regular meeting of the academic  
363 year. On that day, two consecutive meetings of the Senate shall be held. The first  
364 meeting shall be the final meeting of the Senate of the current academic year.  
365 Immediately following the adjournment of that meeting, the first meeting of the  
366 Senate for the next academic year shall be held. The nominating committee shall  
367 make its report in the second meeting, further nominations from the floor shall be

368 accepted, and an election shall be held to fill all open Senate offices. Only the  
369 continuing and newly elected members of the Senate, who will be members in  
370 the next academic year, shall vote in the election.

371 2.2.6 Should a vacancy occur in the office of Senate Chair, the Vice Chair shall  
372 automatically succeed to the position for the balance of the vacant term. The  
373 Vice Chair shall then serve for the full term of the following year, and the full term  
374 shall be counted as that person's first year in office for purposes of 2.2.2.2

375 Should a vacancy occur in any other Senate office, the Executive  
376 Committee shall nominate at least two candidates to fill the vacancy and present  
377 its nominees to the Senate. Additional nominations may be made from the floor.  
378 When nominations have been closed, the Senate shall elect a replacement to  
379 serve for the balance of the vacant position's term.

380 2.2.7 If the Senate Chair needs to take a leave of absence, the Vice Chair shall  
381 serve as Acting Senate Chair during the leave. The Acting Senate Chair shall  
382 have all the rights and responsibilities of the Chair during the Chair's leave, but  
383 may, upon approval of the Executive Committee, temporarily assign some of the  
384 Chair's duties to other Senators. If the Chair indicates an inability to return from  
385 leave, the position becomes vacant and the Vice Chair becomes Chair as per  
386 2.2.6. Notification of leaves and vacancies are official when communicated in  
387 writing to the Executive Committee. Leaves may only be one semester or  
388 shorter in length or else the position is deemed vacant as per 2.2.6.

### 389 3. Senate Administrator

390 3.1 The Senate Administrative Analyst (an employee position in the Senate  
391 Office) shall serve as the Senate Administrator.

392 3.2 The Senate Administrator may participate in Senate proceedings on the  
393 same basis as a member of the Senate but shall not vote.

394 3.3 The Senate Administrator may speak at Senate and Executive Committee  
395 meetings on matters relevant to Senate operations and on other matters when  
396 requested by the Senate Chair.

397 3.4 The Senate Administrator may be present at executive sessions of the  
398 Senate and is subject to the same confidentiality requirements as are applicable  
399 to Senate members.

400 3.5 The Senate Administrator shall provide administrative support to the  
401 Senate Chair and the Associate Vice Chair, shall attend and take minutes of the  
402 Senate and Executive Committee meetings, shall have charge of the records and  
403 archives of the Senate and its website, shall prepare committee appointment



404 letters and maintain and update committee membership lists, and shall assist in  
405 the preparation of election materials and the administration of Senate elections.

406 3.6 The Senate Administrator shall be an ex officio member on the Committee  
407 on Committees and the Election Committee.

408 4. Senate Committees

409 4.1 General information

410 4.1.1 The Academic Senate shall establish and appoint committees as may be  
411 needed.

412 4.1.2 Except as otherwise provided in these bylaws, university policy, or Senate  
413 Management Resolutions, all committees prepare, and submit to the Senate  
414 Chair, an annual report summarizing activities at the end of the academic year.  
415 These reports will be made available on the Senate's website.

416 4.1.3 Except as otherwise provided in these bylaws, university policy, or Senate  
417 Management Resolutions, appointments to policy committees of the Academic  
418 Senate shall be recommended by the elected members of the Executive  
419 Committee and approved by the Senate; appointments to operating committees  
420 shall be recommended by the Committee on Committees and approved by the  
421 Senate. When an appointment is recommended more than one week before the  
422 next regular meeting of the Senate, the recommending body may make its  
423 recommendation effective at once as a temporary appointment. These temporary  
424 appointments shall last until the next meeting of the Senate and must receive  
425 Senate approval to become permanent. When appointments have been  
426 approved by the Senate, the Senate Administrator shall notify those appointed.

427 4.1.4 Committees concerned primarily with faculty affairs shall contain a  
428 majority of teaching faculty with full-time appointments. Committees concerned  
429 with student affairs shall contain a significant proportion, but not a majority, of  
430 students.

431 4.1.5 For purposes of service on Senate committees, all university faculty, full or  
432 part-time, active or retired, and all students, staff and alumni shall be considered  
433 members of the university community.

434 4.1.5.1 For purposes of service on Senate committees, all SSP Staff  
435 members are eligible to serve on General Unit and Faculty-at-Large seats.

436 4.1.6 Vacancies

437 4.1.6.1 Each year the Senate Executive Committee will approve a

438 calendar (referred to below as “appointment calendar”) for appointing  
439 faculty and staff to operating committees, policy committees, special  
440 agencies, and other committees of the Senate. The calendar will be  
441 structured such that colleges and units are given ample notification of  
442 vacancies before the start of the fall semester and also allow for faculty-at-  
443 large appointments to be confirmed at the first Senate meeting of the  
444 semester.

445 4.1.6.2 Notwithstanding the provisions of bylaw 4.5.2, college seats  
446 on policy committees, operating committees, special agencies and other  
447 committees for which no faculty from that college willing to serve have  
448 been found by the date specified on the appointment calendar shall  
449 become faculty-at-large seats for the balance of the academic year.

450 4.1.6.3 By the date specified on the appointment calendar, the  
451 Associate Vice Chair of the Senate shall inform each college  
452 representative and college dean which of that college’s committee seats  
453 are still vacant and invite them to recommend faculty for those seats within  
454 one week’s time. The college representative(s) on the Senate and deans  
455 shall be reminded that the seats will become faculty-at-large seats for the  
456 year if no college faculty to fill them can be found. The dean’s  
457 recommendations shall be forwarded to the college’s Committee on  
458 Committees representative who shall present one name to the Associate  
459 Vice Chair of the Senate to be reported to the Senate or to the Executive  
460 Committee, as appropriate under bylaw 4.1.3.

461 4.1.6.4 By the date specified on the appointment calendar, all  
462 vacant college seats on operating committees, special agencies and other  
463 committees for which no faculty from the college have been recommended  
464 under paragraph 4.1.6.3 above (or otherwise identified) shall become  
465 faculty-at-large seats for the balance of the academic year and all  
466 members of the Committee on Committees shall be requested to supply  
467 names of faculty from any representative unit to fill these vacancies.

468 4.1.6.5 By the date specified on the appointment calendar, all  
469 vacant college seats on policy committees shall become faculty-at-large  
470 seats for the balance of the year. First priority in filling these vacancies  
471 shall be given to elected faculty representatives on the Senate not  
472 assigned to other policy committees. If all elected faculty representatives  
473 (other than Senate officers) have been appointed to policy committees  
474 and there are policy committee seats still remaining vacant, they shall be  
475 filled as provided in 4.1.6.3 for policy committees.

476 4.1.6.6 The Associate Vice Chair of the Senate shall coordinate this  
477 selection process so as to maintain as far as possible a representative  
478 balance across committees and shall report one name for each vacancy to  
479 the Senate or the Executive Committee as appropriate under bylaw 4.1.3.

480 4.1.7 Elected faculty and staff representatives (other than Senate officers) not  
481 appointed to seats designated for representative units and also not appointed to  
482 faculty-at-large seats as provided above shall be appointed as additional  
483 members-at-large of policy committees. If there is only one such member, that  
484 person shall be appointed to the Organization and Government Committee. If  
485 there is a second, that person shall be appointed to the Instruction and Student  
486 Affairs Committee. A third shall be appointed to the Professional Standards  
487 Committee and a fourth to the Curriculum and Research Committee. The  
488 provision shall be implemented in a manner consistent with Academic Senate  
489 bylaw 4.5.2.1.

490 4.1.8 If a member (non-ex officio) of an Academic Senate committee (policy,  
491 operating, special agency, or other Senate committee) cannot complete the term  
492 for any reason, the chair of the committee may request, through the Associate  
493 Vice Chair of the Senate, that a replacement be appointed. The Associate Vice  
494 Chair, using the normal procedures of the Committee on Committees, then  
495 solicits nominations for a replacement and brings a recommendation to the  
496 Executive Committee and subsequently to the Senate via the consent calendar.

497 4.1.9 If a non-ex officio member of an Academic Senate committee (policy,  
498 operating, special agency, or other Senate committee) is absent from three  
499 regularly scheduled committee meetings in an academic year or repeatedly does  
500 not perform assigned committee duties, the chair of the committee may request,  
501 through the Associate Vice Chair of the Senate, that the person be removed from  
502 the committee. The Associate Vice Chair, following discussion with and approval  
503 from the Executive Committee for removal of the committee member will then  
504 solicit nominations for a replacement (or notify the relevant college if an election  
505 is needed) and bring a recommendation to the Executive Committee and  
506 subsequently to the Senate via the consent calendar.

507 4.1.10 Removal of a senator from their assigned policy committee will result in  
508 removal from the Senate.

509 4.1.11 Unless otherwise stipulated in university policy or Senate Management  
510 Resolutions, recommendation of students for membership on policy committees,  
511 operating committees, special agencies, and other Senate committees shall be  
512 made according to the recommendation procedures of the Associated Students,  
513 Inc. and should be transmitted to the Associate Vice Chair by the second

514 meeting of the new Academic Senate for final approval by the Senate. The  
515 Associated Students, Inc. should give student appointments to the Student  
516 Fairness Committee a high priority.

517 4.1.11.1 Should the Associated Students, Inc. Board of Directors not  
518 transmit recommendations of students for membership on Senate  
519 operating committees, policy committees, special agencies or other  
520 Senate committees by the fourth week of instruction, the following shall  
521 supersede the rules of the Associated Students, Inc. for nomination of  
522 students to policy committees, operating committees, special agencies or  
523 other Senate committees: student seats shall become university student-  
524 at-large seats for the balance of the academic year. These seats may be  
525 filled by any student in good standing at the university who self-nominates,  
526 or who is nominated by a member of the Academic Senate, and who is  
527 recommended by the elected members of the Executive Committee and  
528 approved by the Senate (subject to bylaw 4.1.3). All student nominees  
529 shall submit a statement of interest to the Senate's Associate Vice Chair.

530 4.1.11.2 Should a vacancy occur, the President of Associated  
531 Students, Inc. shall select a replacement to fill out the remainder of the  
532 term. This selection must be approved by a two-thirds majority of the total  
533 membership of the Board of Directors of the Associated Students, Inc. The  
534 name of the nominee should be transmitted to the Associate Vice Chair  
535 within 30 days of the time that the vacancy occurred for final approval by  
536 the Senate. When the appointment has been approved by the Senate, the  
537 Senate Administrator shall notify the appointee. If a nomination is not  
538 received within 30 days, the seat will be declared a student-at-large seat  
539 for the balance of the academic year and will be filled as per 4.1.11.1.

540 4.1.11.3 In the event a student holding an Associated Students ex  
541 officio position has a conflict and cannot make committee meetings, then  
542 the AS President may designate a replacement as needed.

## 543 4.2 Executive Committee

544 4.2.1 Charge: Acts as an Ad Hoc Advisory Committee to the President on  
545 request; acts for the Academic Senate at such times when the members may not  
546 be available; formulates policy proposals; refers matters of business to the  
547 appropriate agencies; develops and approves the agenda for Senate meetings;  
548 handles external relations with elected officials and their staff, as appropriate;  
549 prepares nominations/appointments as needed to policy committees, operating  
550 committees, special agencies, and other Senate committees for Senate (or  
551 administrator) approval.

552 4.2.2 Membership:

- 553 a) Senate Chair (elected)
- 554 b) Vice Chair (elected)
- 555 c) Past Chair, or Faculty at Large in years when there is no Past Chair (elected)
- 556 d) President (EXO)
- 557 e) Provost (EXO)
- 558 f) VP, Administration & Finance (EXO)
- 559 g) VP, Student Affairs (EXO)
- 560 h) Chief Diversity Officer (EXO)
- 561 i) Statewide Senator (elected)
- 562 j) AS President (EXO)
- 563 k) Chair, Committee on Committees/Assoc. Vice Chair (elected)
- 564 l) Chair, Curriculum & Research (elected)
- 565 m) Chair, Instruction & Student Affairs (elected)
- 566 n) Chair, Organization & Government (elected)
- 567 o) Chair, Professional Standards (elected)

568 4.2.3 Any action taken by the Executive Committee requires the presence of a  
569 quorum of the elected members. When acting for the Academic Senate, the  
570 Executive Committee shall distinguish whether it is expressing the position  
571 adopted by the Senate as a whole or of the Executive Committee alone. In  
572 handling relations with elected officials or their staff, these shall be on matters of  
573 relevance to the well-being of the university, and this duty shall be carried out in  
574 coordination with university employees involved in government relations; the  
575 Executive Committee is encouraged to recruit an appropriate number of  
576 university employees and students to assist in its external relations efforts. In  
577 acting as an ad hoc Presidential advisory committee, only the elected members  
578 of the Executive Committee shall sit in this capacity. Normally, the President  
579 should seek the advice of the full Senate on issues of policy, rather than that of  
580 the Executive Committee or its elected members

581 4.3 Committee on Committees

582 4.3.1 Charge: Prepares nominations for policy committees, operating  
583 committees, special agencies, and other Senate committees as needed. In  
584 cooperation with the Organization and Government Committee, makes  
585 recommendations for the improvement of the Senate's committee operations and  
586 structure. Maintains a record of faculty, staff, students, and administrators  
587 currently serving on University- level committees. At the request of the President,  
588 or other administrator making the appointments, recruits nominees and suggests  
589 names of faculty, staff, and students for service on committees as needed. Acts  
590 as Election Committee.

591 4.3.2 Membership: The Senate's Associate Vice Chair serves as Chair for the  
592 Committee on Committees. Additionally, one faculty member from each of the  
593 Senate's representative units who shall not be members of the Senate. If a seat  
594 is not filled and becomes an 'at large' seat, Senators from the college where  
595 there is a vacancy, who are already serving on a policy committee, would be  
596 eligible to serve on the Committee on Committees.

- 597 a) The Associate Vice Chair of the Senate [EXO], who shall be chair
- 598 b) 1 faculty, College of Business
- 599 c) 1 faculty, College of Education
- 600 d) 1 faculty, College of Engineering
- 601 e) 1 member, General Unit
- 602 f) 1 faculty, College of Health and Human Sciences
- 603 g) 1 faculty, College of Humanities and the Arts
- 604 h) 1 faculty, College of Science
- 605 i) 1 faculty, College of Social Science
- 606 j) 1 Student Senator
- 607 k) Senate Administrator (non-voting)

608 4.3.3 Appointments to the Committee on Committees shall be recommended by  
609 the elected members of the Executive Committee and approved by the Senate.  
610 Members (other than the Chair and the Student Senator) shall serve for  
611 staggered two-year terms.

#### 612 4.4. Election Committee

613 4.4.1 There shall be an Election Committee. Its members shall be the members  
614 of the Committee on Committees. Its chair shall be the Associate Vice Chair of  
615 the Senate.

616 4.4.2 The Election Committee shall arrange for the election of faculty  
617 representatives to this Senate and of the university's representatives to the CSU  
618 Academic Senate, referenda under Articles V and VI of the Academic Senate  
619 Constitution, and all other campus-wide elections required by university policies.

620 4.4.3 Elections shall be conducted by colleges and departments under  
621 instructions of the Election Committee.

622 4.4.4 The Election Committee shall be responsible for the establishment of  
623 voting procedures and their supervision.

624 4.4.5 The Election Committee shall assure that the results of the elections will  
625 be available for presentation to the Academic Senate no later than one week  
626 prior to the last spring Senate meeting.

627 4.4.6 In carrying out a referendum under Article V of the Constitution, the  
628 Senate Administrator in consultation with the Election Committee shall prepare  
629 an electronic ballot which indicates the specific action of the Academic Senate  
630 which is being referred to the faculty electorate. The question to be voted on will  
631 be stated as follows: "Shall the action of the Academic Senate specified above  
632 be sustained?" The ballot in a referendum may be accompanied by pro and con  
633 arguments of not more than 300 words each. If such arguments are to be  
634 included, the Chair of the Senate will designate one or more persons to write the  
635 pro argument; the person(s) offering the motion or submitting the petition for a  
636 referendum will designate one or more persons to write the con argument. In the  
637 event that persons requesting the referendum are in support of the Senate action  
638 which is the subject of the referendum, then the Chair of the Senate will  
639 designate one or more persons opposed to the Senate action to write the con  
640 argument. Failure to submit an argument on one side shall not prevent  
641 distribution of an argument submitted by the other side

642 4.5. Policy Committees

643 In general, these committees study policy issues and investigate policy problems  
644 in their areas at the request of the Academic Senate and prepare policy  
645 recommendations for official action. Current Policy committees:

646 Curriculum & Research (CR) Instruction & Student Affairs (ISA) Organization &  
647 Government (O&G) Professional Standards (PS)

648 4.5.1 The establishment or elimination of any policy committee shall require a  
649 two-thirds (2/3) majority of the Senate.

650 4.5.2 Policy committees shall normally be composed so that at least one half of  
651 the members of a policy committee are also members of the Senate. Generally,  
652 no person shall serve on more than one policy committee. Exceptions may be  
653 made for the President of the Associated Students, officers of the Senate, and  
654 university administrators.

655 4.5.2.1 Normally, each policy committee includes representation  
656 from each of the units from which faculty representatives are elected. In  
657 no instance shall more than two faculty members from any of the units  
658 from which faculty representatives are elected be assigned to one policy  
659 committee.

660 4.5.2.2 The senators representing the Emeritus and Retired Faculty  
661 Association and the Alumni Association are eligible for appointment to  
662 policy committees with the exception of the Professional Standards  
663 Committee. If they wish to serve, they shall, at the beginning of the

664 academic year, request to the Associate Vice Chair to be appointed to a  
665 policy committee. Although they may request a specific committee  
666 assignment, they may be appointed to another committee where  
667 representation is needed. When appointed, these senators shall have the  
668 status of ex officio members.

669 4.5.3 All policy committee appointments shall be for one year, commencing with  
670 the first meeting of the new Senate for the year, which usually takes place in the  
671 last month of the Spring semester.

672 4.5.3.1 Seniority shall not be the primary factor in selecting  
673 members of policy committees.

674 4.5.3.2 To achieve the principle in 4.5.2, senators shall have priority  
675 in appointments to policy committees.

676 4.5.3.3 Tenured faculty should be given priority for appointment to  
677 the Professional Standards Committee.

678 4.5.4 Members of Senate policy committees, including ex officio members, can  
679 vote and be counted for quorum (defined in Senate Standing Rule 13) only if  
680 present in person or via remote attendance.

681 4.5.5 Chairs of policy committees shall be elected annually by the Senate from  
682 its faculty representatives.

683 4.5.5.1 Nominees for the Chair of Professional Standards must be  
684 tenured full professors.

685 4.5.6 Policy committees shall report to the Executive Committee of the  
686 Academic Senate.

687 4.5.7 All policy committee recommendations for the Senate's consideration shall  
688 show the names of the committee members present and absent; the vote totals,  
689 and shall state:

690 a) The rationale for ~~of~~ the policy, including its source, intent and claimed need; in  
691 language suitable for communication to faculty, staff and students affected.

692 b) The expected estimated financial impact, obtained from a named office  
693 responsible for implementing the policy, if adopted.

694 c) The workload impact of the policy, that is, whether and how much compliance  
695 will increase or decrease required activity or expenditure of time by faculty,  
696 staff, or students.



697 4.6 Operating Committees

698 In the context of their charge, operating committees serve a range of functions  
699 including the preparation of reports and making recommendations for changes in  
700 policy to their designated policy committees. Current Operating Committees:

- 701 Faculty Diversity Committee (reporting to PS)
- 702 General Education Advisory Committee (reporting to CR)
- 703 Graduate Studies & Research Committee (reporting to CR)
- 704 Institutional Review Board (reporting to CR)
- 705 International Programs & Students Committee (reporting to ISA)
- 706 Program Planning Committee (reporting to CR)
- 707 Student Evaluation Review Board (reporting to PS)
- 708 Student Fairness Committee (reporting to ISA)
- 709 Undergraduate Studies Committee (reporting to CR)

710 4.6.1 The establishment or elimination of any operating committee shall require  
711 a simple majority of the Senate.

712 4.6.2 All operating committees shall report to their designated policy committees.

713 4.6.3 Except as otherwise provided in these bylaws, University Policy, or Senate  
714 Management Resolution, chairs of operating committees shall be elected by the  
715 members of the operating committee. Any member of the committee, except an  
716 ex officio member, is eligible to serve as chair.

717 4.6.4 Near the end of each spring semester, each operating committee shall  
718 elect from among its continuing membership, a chair for the following academic  
719 year. The outgoing committee chair shall recommend, through the appropriate  
720 policy committee, to the Organization and Government Committee any changes  
721 in committee responsibility or organization.

722 4.6.5 Appointments of faculty to operating committees shall be for staggered  
723 three- year terms unless otherwise specified. After service for a full three-year  
724 term, members should be reappointed only in special circumstances. Appropriate  
725 administrative officers or their officers or designees shall be included on  
726 operating committees as ex officio members.

727 4.6.5.1 Faculty serving on a policy committee are ineligible to serve  
728 on any operating committee reporting to that same policy committee.

729 4.6.5.2 The Committee on Committees chair will assure that, when  
730 appointments are made, they take into consideration part 4.6.5.1.

731 4.6.5.3 To the extent possible, administrative designees to operating  
732 committees and their parent policy committee should not result in  
733 concurrent membership.

734 4.6.6 Student membership on operating committees is normally for a one-year  
735 term.

736 4.7 Special Agencies, Other Senate Committees, and Special Committees of  
737 the Senate

738 4.7.1 The Senate shall establish and appoint special agencies, other Senate  
739 committees or special committees of the Senate as may be needed. The  
740 establishment or elimination of any special agency, other Senate committee, or  
741 special committee of the Senate shall require a simple majority of the Senate.

742 4.7.2 Unless otherwise specified in a Senate Management Resolution or  
743 University Policy, reporting requirements for special agencies, other Senate  
744 committees, and special committees of the Senate follow bylaw 4.1.2.

745 4.7.3 Unless otherwise specified in a Senate Management Resolution or  
746 University Policy, a) members of special agencies, other Senate committees, and  
747 special committees of the Senate shall be nominated by the elected members of  
748 the Executive Committee; and

749 4.7.4 Unless otherwise specified in a Senate Management Resolution or  
750 University Policy, chairs of special agencies, other Senate committees, and  
751 special committees of the Senate may be designated by the elected members of  
752 the Executive Committee.

753 4.7.5 Student membership on special agencies, other Senate committees, and  
754 special committees of the Senate is normally for a one-year term.

755 4.7.6 Special Agencies

756 Special agencies are created as needed by the Senate. Their charge,  
757 membership, and reporting responsibilities are specified in the policy or Senate  
758 Management Resolution that established them. Current special agencies:

759 Accreditation Review Committee Alcohol & Drug Abuse Committee Athletics  
760 Board

761 Budget Advisory Committee Campus Planning Board

762 Strategic Planning Steering Committee Student Success

- 763 4.7.6.1 The following shall apply to all special agencies.
- 764 a) Unless otherwise provided in the policy or senate management  
765 resolution creating the special agency, at-large faculty members shall  
766 be nominated by the Committee on Committees.
- 767 b) A special agency and related policy committee may consult on any  
768 matter of common concern.
- 769 c) Special agency recommendations requiring changes in university  
770 policy shall be reported to the Executive Committee for referral to an  
771 appropriate policy committee for consideration.
- 772 d) The Executive Committee (or a designated policy committee at the  
773 request of the Executive Committee) may, from time to time, review the  
774 policy establishing a special agency and may require reports from  
775 special agencies.
- 776 e) When filling faculty appointments, the Associate Vice Chair of the  
777 Academic Senate shall have the responsibility to stagger the terms,  
778 unless otherwise specified by policy.

779 4.7.6.2 Appointments of faculty to special agencies shall be for  
780 staggered three-year terms unless otherwise specified. After service for a  
781 full three-year term, members should be reappointed only in special  
782 circumstances. Appropriate administrative officers or designees shall be  
783 included on special agencies as ex officio members.

#### 784 4.7.7 Other Senate Committees

785 Committees in this category are bodies created by policies or Senate  
786 Management Resolutions. Their charges, membership, and responsibilities are  
787 specified in the policies or Senate Management Resolutions that established  
788 them. Current committees in this category:

789 Academic Disqualification and Reinstatement Review Board of Academic  
790 Freedom and Professional Standards Traffic, Transit, and Parking

791 University Library Board University Sustainability Board University Writing  
792 Committee

793 4.7.7.1 Recommendations from committees in this category  
794 requiring changes in university policy shall be reported to the Executive  
795 Committee for referral to an appropriate policy committee for  
796 consideration.

797 4.7.7.2 If not otherwise specified in policy or a senate management  
798 resolution, reporting requirements follow bylaw 4.1.2

799 4.7.7.3 Appointments of faculty to committees in this category shall  
800 be for staggered three-year terms unless otherwise specified. After service  
801 for a full three-year term, members should be reappointed only in special  
802 circumstances. Appropriate administrative officers or designees shall be  
803 included as ex officio members.

804 4.7.7.4 Student membership is normally for a one-year term.

#### 805 4.7.8 Special Committees of the Senate

806 Committees and task forces in this category are time-delimited bodies created to  
807 address specific issues. The Senate shall establish and appoint such special  
808 committees as may be needed.

809 4.7.8.1 Members of special committees and task forces shall be  
810 nominated by the elected members of the Executive Committee.

811 4.7.8.2 The charge, determined by the elected members of the  
812 Executive Committee, shall be specified in the resolution that establishes  
813 the special committee of the Senate.

814 4.7.8.3 Chairs of special committees and task forces may be  
815 designated by the elected members of the Executive Committee.

### 816 5. Procedure

817 5.1 Robert's Rules of Order, most recent edition, shall apply unless  
818 superseded by the constitution, bylaws, or standing rules of the Academic  
819 Senate.

820 5.2 The meetings of the Academic Senate are open, but the number of non-  
821 members present shall not exceed the room capacity, and preference shall be  
822 given to guests officially invited by the Senate Chair. The Chair shall request  
823 audio-visual coverage of meetings when necessary.

824 5.3 Spectators at Senate meetings shall not take part in or attempt to  
825 influence the proceedings of the Senate, except as may be authorized in the  
826 standing rules. Violators shall be excluded. At the Chair's discretion, the Chair  
827 may recess the meeting.

828 5.4 The Academic Senate shall be called into executive session by the Chair  
829 upon approval of a majority of the members present. Only Academic Senate

830 members and the Senate Administrator may be present during executive  
831 sessions. Normally, only personnel or fiscal matters may be discussed in  
832 executive sessions, but final action on all matters shall be taken in regular  
833 Academic Senate meetings. Proceedings in executive ~~session~~session are  
834 confidential and are not published within the senate minutes.

835 6. Senators as Representatives

836 6.1 It is the responsibility of each elected member of the Academic Senate to  
837 assess the attitudes and viewpoints of their constituency. However, each  
838 member represents and serves the entire university. Thus, no member shall  
839 come instructed as to how to vote on any item under consideration by the Senate  
840 or its committees.

841 6.2 Senators are to maintain communications with their constituency  
842 regarding Senate activities and accomplishments as needed.

843 7. Approval of Policies

844 7.1 Measures adopted by the Academic Senate intended to have binding  
845 effect on the university generally or on persons or matters external to the Senate  
846 itself are policy recommendations and are submitted to the President for approval  
847 under Article IV, Section 2, of the Senate constitution.

848 7.1.1 Bylaws adopted in accordance with standing rule 10.a.2 (Senate  
849 Management Resolutions) or resolutions expressing only the opinion of the  
850 Senate, are not policy recommendations and do not require approval of the  
851 President.

852 8. Representation, Academic Senate, CSU

853 8.1 The following are subject to applicable provisions of the constitution of the  
854 Academic Senate of the California State University (ASCSU).

855 8.1.1 Candidates for the ASCSU from the SJSU campus shall be nominated by  
856 the faculty electorate following procedures similar to those prescribed for  
857 nomination of candidates for the Academic Senate of San José State University.

858 8.1.2 Simultaneous candidacy of the same person for both the ASCSU and the  
859 Academic Senate SJSU at the same election is prohibited.

860 8.1.3 A faculty representative on the SJSU Senate who is elected to the ASCSU  
861 vacates their seat as an elected member of the SJSU Senate.

862 8.1.4 Temporary Vacancy

863 8.1.4.1 A temporary vacancy is defined as one in which a CSU  
864 Senator will be unable to perform ~~his or her~~their duties for a period of one  
865 semester or less. In such cases, the Vice Chair of the SJSU Academic  
866 Senate shall serve as temporary CSU Senator.

867 8.1.4.2 If the Vice Chair is unable to serve, the Chair of the SJSU  
868 Academic Senate may designate any elected faculty representative of the  
869 current SJSU Academic Senate to act as temporary CSU Senator.

870 8.1.4.3 An SJSU senator temporarily serving as an ASCSU Senator  
871 shall remain a faculty representative of the SJSU Senate.

#### 872 8.1.5 Permanent Vacancy

873 8.1.5.1 If a CSU Senator will be absent from the SJSU campus or  
874 unable to perform the duties of an ASCSU Senator for a period of longer  
875 than one semester, the seat held by that ASCSU senator shall be deemed  
876 vacant.

877 8.1.5.2 When a permanent vacancy occurs, a special election shall  
878 be held to fill the vacancy for the balance of the term. The election shall be  
879 held promptly after the determination is made that there is or will be such  
880 a vacancy. If there is no advance notice, the position will be filled  
881 temporarily as described in section above until an election can be held.

### 882 9. Faculty Appointments to Off-Campus and Presidential Bodies

883 9.1 Faculty (as defined in the Academic Senate Constitution) occasionally  
884 serve as representatives on bodies not established by nor under the authority of  
885 SJSU (e.g., system-wide or other off-campus agencies or committees). In  
886 instances in which no other procedure for their designation is prescribed,  
887 representatives shall be appointed by the Academic Senate on nomination of the  
888 Executive Committee.

889 9.2 Where no other procedure has been approved by the Academic Senate,  
890 appointments of faculty to presidential task forces, advisory committees, and  
891 commissions shall be made by the following process: the elected members of the  
892 Executive Committee shall consult with the President in regard to these  
893 appointments. Nominations shall be presented to the Senate for approval.

894 9.3 Appointments of faculty to the boards of University auxiliary organizations  
895 shall be made by the President after consultation with the elected members of  
896 the Executive Committee.

897 9.4 Appointments of faculty to the Instructionally Related Activities (IRA)  
898 Advisory Committee shall be made by the President after consultation with the  
899 elected members of the Executive Committee.

900 10. Editorial Changes - Senate Documents and Archiving Resolutions

901 10.1 When identifiers are changed, but the function, responsibilities, purpose,  
902 or content remain the same, the Senate Chair may approve replacement in  
903 Senate documents of the old identifier by the new one, as an editorial change.  
904 Such changes shall be explained and reported to the Executive Committee of the  
905 Senate and recorded in the meeting minutes. Example identifiers include the title  
906 related to a university official, agency, or course designations, or unit of the  
907 university appearing in Academic Senate documents (including the constitution,  
908 bylaws, university policies, and resolutions providing for committee membership).

909 10.2 When the number, title or designation of a law, regulation, executive order,  
910 or policy, referred to in a Senate document, is changed or rescinded by  
911 competent authority, but no other change affecting university policy is involved,  
912 the Senate Chair may authorize replacement of the old number, title or  
913 designation by the new one in Senate documents, as an editorial change. Such  
914 changes shall be reported to the Executive Committee of the Senate and  
915 recorded in the meeting minutes.

916 10.3 When a policy recommendation or Senate Management Resolution is  
917 found to contain editorial errors, ~~that when corrected~~ that, when corrected, would  
918 not change the intent of the policy recommendation or resolution, the Senate  
919 Chair can correct the error(s) following consultation with and obtaining  
920 unanimous consent from, the Executive Committee. The edited version of the  
921 policy recommendation approved by the Executive Committee will be submitted  
922 to the President for final review and signature. Approved editorial corrections  
923 shall be recorded in the Senate Executive Committee meeting minutes and  
924 changes will be made by the Senate administrator to the document being  
925 corrected. If the editorial changes are not approved by the Executive Committee  
926 or the President, the document will be returned to the appropriate policy  
927 committee for revision and brought to the Senate for debate and vote.

928 10.4 Following implementation of updates to Senate bylaws and standing rules,  
929 called for in a Senate Management Resolution, the Senate chair can approve the  
930 relocation, by the Senate administrator, of such resolutions to the web-based  
931 archive of Senate Management Resolutions. The chair will communicate the  
932 action at an Executive

933 Committee meeting. The Senate Administrator will include documentation of this  
934 in Executive Committee minutes.

935 11. Specific Designation of Rescinded Policies

936 Adoption and approval of a new policy resolution overrides all prior conflicting  
937 policies, whether or not the previous policies are specifically identified. However,  
938 it is best practice to list specifically in a new policy all superseded policies. If,  
939 subsequent to the adoption and approval of a policy resolution, the Senate  
940 administrator finds that not all prior policies which should have been rescinded  
941 were specifically so listed in the subsequent policy, the Senate administrator  
942 shall notify the Senate chair and the appropriate policy committee chair. The  
943 committee shall review the policies and, if satisfied that the older policies were  
944 superseded and should be specifically designated as rescinded, the Senate chair  
945 shall authorize the administrator to note their rescission in the Senate records.  
946 The Senate chair shall report the committee's decision to the Executive  
947 Committee, and the Senate administrator shall record the information in the  
948 minutes.



## Proposed Changes in Academic Senate Membership

### Changes:

- Change the counting method for the 2/3 faculty majority rule: headcount to voting members only.
- Change definition of “faculty.”
  - Remove Unit 4 SSPs from “faculty.”
  - Faculty members are Unit 3 members (Instructional and non-instructional faculty).
- Create 2 permanent “general staff” seats.
- Create 2 permanent “SSP” seats.
- Remove 1 dean’s seat.
- Add 4 faculty seats.
- Change President to a non-voting member.

### No Changes:

- Seats will continue to be distributed based on the FTEF distribution model.
- 2/3 faculty majority composition will be maintained.

**Table 1. Academic Senate Membership; Current and Proposed**

Current Membership by Constitution <sup>1</sup>	Membership in the proposal (AS 1876)
<ul style="list-style-type: none"> <li>● Faculty - 36 (2/3)</li> <li>● Non-faculty - 18 (1/3)</li> </ul>	<ul style="list-style-type: none"> <li>● Faculty - 40 (2/3)</li> <li>● Non-faculty - 20 (1/3)</li> </ul>
<p><b>Administration (9)</b></p> <ul style="list-style-type: none"> <li>● President (EXO)</li> <li>● Provost (EXO)</li> <li>● VP for Finance (EXO)</li> <li>● VP for Student Affairs (EXO)</li> <li>● Chief Diversity Officer (EXO)</li> <li>● <b>4</b> Academic Deans</li> </ul>	<p><b>Administration (7)</b></p> <ul style="list-style-type: none"> <li>● President (EXO, <b>non-voting</b>)</li> <li>● Provost (EXO)</li> <li>● VP for Finance (EXO)</li> <li>● VP for Student Affairs (EXO)</li> <li>● Chief Diversity Officer (EXO)</li> <li>● <b>3</b> Academic Deans</li> </ul>
<p><b>Faculty (36)</b></p> <ul style="list-style-type: none"> <li>● Chair of the Senate (EXO)</li> <li>● Past Chair of the Senate in years when there is the Past Chair (EXO)</li> <li>● 3 Statewide senators (EXO)</li> </ul>	<p><b>Faculty (40)</b></p> <ul style="list-style-type: none"> <li>● Chair of the Senate (EXO)</li> <li>● Past Chair of the Senate in years when there is the Past Chair (EXO)</li> <li>● 3 Statewide senators (EXO)</li> </ul>

<sup>1</sup> Members may also include Honorary Senators as per [SM-S93-4](#), amended by [SM-F96-3](#), as follows: “The Academic Senate may, in its discretion, confer the title of Honorary Senator on any member of the university community for long and distinguished service to the Senate and the University” (SM-F96-3).

<ul style="list-style-type: none"> <li>● <b>31</b> college/General Unit Representatives or <b>32</b> of them in years when there is no Past Chair</li> </ul>	<ul style="list-style-type: none"> <li>● <b>35</b> college/General Unit Representatives or <b>36</b> of them in years when there is no Past Chair</li> </ul>
	<p><b>Staff (4) - new unit</b></p> <ul style="list-style-type: none"> <li>● <b>2 SSP Staff</b></li> <li>● <b>2 General Staff</b></li> </ul>
<p>Students (7)</p> <ul style="list-style-type: none"> <li>● President of the Associated Students (EXO)</li> <li>● Six students selected by the AS.</li> </ul>	<p>Students (7) - <b>no change</b></p> <ul style="list-style-type: none"> <li>● President of the Associated Students (EXO)</li> <li>● Six students selected by the AS.</li> </ul>
<p>Other Voting Senators (2)</p> <ul style="list-style-type: none"> <li>● Alumni Association Representative</li> <li>● Emeritus Faculty Association Representative</li> </ul>	<p>Other Voting Senators (2) - <b>no change</b></p> <ul style="list-style-type: none"> <li>● Alumni Association Representative</li> <li>● Emeritus Faculty Association Representative</li> </ul>

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**San José State University**  
**Academic Senate**  
**Curriculum and Research Committee**  
**September 30, 2024**  
**Final Reading**

**AS 1878**

**University Policy, Adoption of Guidelines for General Education (GE), American Institutions (AI), and ~~the Graduation Writing Assessment Requirement (GWAR)~~ Writing in the Disciplines (WID)**

Rescinds: University Policy S22-5

**Whereas:** The California State University (CSU) [General Education \(GE\) Requirements Policy](#) was updated to reflect the requirements of AB928 (Student Transfer Achievement Reform Act of 2021: Associate Degree for Transfer Intersegmental Implementation Committee); and

**Whereas:** This update led to the reduction and elimination in some GE areas; be it therefore

**Resolved:** That C&R shall use the consent calendar as a mechanism for updating GE Guidelines; and

**Resolved:** That C&R submit GE Guidelines to the Senate to be adopted effective Fall 2025; and be it further

**Resolved:** That the General Education (GE), American Institutions (AI) and Writing in the Disciplines (WID) Guidelines shall undergo a full university review initiated by the General Education Advisory Committee beginning in AY 2034/35. Any recommended changes to the GE Guidelines shall be referred to C&R for deliberation.

**Resolved:** That the following becomes university policy.

Approved: September 16, 2024

37 Vote: 8-0-0  
38 Present: Megan Chang, Marc d'Alarcao, Stefan Frazier, Marie  
39 Haverfield, Melinda Jackson, Scott Shaffer, Cristina Velarde,  
40 Hiu Yung Wong (chair)  
41  
42 Absent: Sehtej Khehra, Jessica Trask  
43  
44 Workload Impact: The university catalog and website will need to be updated.  
45 Faculty and staff advisors need to be informed and trained  
46 on the new guidelines.  
47  
48 Financial Impact: No financial impact is anticipated at the university level  
49 although FTES distribution changes will undoubtedly impact  
50 departments.  
51  
52  
53

## UNIVERSITY POLICY

### Guidelines for General Education (GE), American Institutions (AI), and ~~the Graduation Writing Assessment Requirement~~ (~~GWAR~~) Writing in the Disciplines (WID)

#### 1. Contextual preface:

- 60 a. CSU GE requirements have been designed to complement the major  
61 program and electives completed by each baccalaureate candidate. These  
62 requirements are designed to provide the knowledge and perspectives that  
63 will enable CSU students to confront personal, cultural, moral, and social  
64 issues that are an inevitable part of human life, and cultivate enthusiasm for  
65 lifelong learning. (CSU Policy on (GE) General Education Requirements)<sup>1</sup>

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<sup>1</sup> The chancellor's office-driven response to update CSU GE requirements removed five lower-division units from GE requirements. It does this by: adding a one-unit laboratory for Biological or Physical Science, deleting one of three Arts or Humanities courses (formerly Area C), and deleting Lifelong Learning and Self-Development (formerly Area E). A total of five units were removed from lower-division CSU GE requirements. It is up to the individual CSU campuses to determine how to respond to these reductions.

- b. The authority for this policy on GE guidelines relies on the unique role of faculty in shared governance in institutions of higher learning with respect to policies on academic and professional matters as recognized in Section 3561 of the California Higher Education Employee Relations Act (HEERA) of 1978.
- c. Consistent with section 6.2 Campus Responsibility of the CSU Policy on (GE) General Education Requirements, the SJSU implementation of the General Education requirements for SJSU students may add additional content requirements to the minimum specified by the CSU Policy on (GE) General Education Requirements. That is, individual CSUs can provide additional learning outcomes and content in given areas of GE.
- d. Consistent with section 6.2.5 GE Review and Assessment of the CSU Policy on (GE) General Education Requirements, SJSU shall engage in the assessment of GE areas, courses, and the GE program.

## **2. Role of GE guidelines**

### **a. Guidelines have the force of policy.**

The GE Guidelines are the implementation of CSU GE policy. The expectation is that SJSU specific elements and interpretations will be required of SJSU-approved GE courses

## **3. Faculty oversight**

- a. All new courses (GE or non-GE) are approved through the normal curricular approval process. GE certification is a part of this process. Continuing GE certification of already certified GE courses is a process currently tied to departmental program planning.

## **4. Roles of different entities with regard to GE guidelines**

### **a. Curriculum & Research (C&R) Committee**

- i. C&R is the body responsible for maintaining, updating, and interpreting the GE Guidelines. C&R shall be authorized to recommend changes to the GE Guidelines as needed. All recommended changes shall be presented on the Consent Calendar to the Academic Senate;

### **b. SJSU General Education Advisory Committee (SJSU GEAC)**

- i. As the campus experts on GE, GEAC provides recommendations to C&R during the GE Guidelines update;

### **c. Director of General Education**

- 103 i. Shall maintain records of suggestions for modification to the
- 104 guidelines and communicate, **at least annually**, with C&R and GEAC
- 105 regarding the suggestions.
- 106 ii. Shall oversee GE program assessment

107

108

109 **Statements from the old policy:**

110

111 ~~Resolved: That Section VII of University Policy S17-11 (Organization of the~~

112 ~~Program Planning Process at SJSU) will be revised to reflect modifications to GE~~

113 ~~Program assessment and continuing certification of GE courses. Annual~~

114 ~~assessment reports for General Education courses will be included with the~~

115 ~~program planning process.~~

116 ~~Resolved: That the General Education Advisory Committee (GEAC), in~~

117 ~~consultation with the Vice Provost for Undergraduate Education, will begin~~

118 ~~recertification of all courses starting in Fall 2022 and completing all~~

119 ~~recertifications no later than Fall 2025 using ad hoc General Education Review~~

120 ~~Panels GRPs in accordance with University Policy F15-13 ; and be it further~~

121

122 ~~Resolved: That the General Education, American Institutions and Graduation~~

123 ~~Writing Assessment Requirements (GWAR) Guidelines shall undergo a full~~

124 ~~university review with submission of a program planning document that will be~~

125 ~~initiated by the General Education Advisory Committee beginning in AY 2030/31.~~

126 ~~Any recommended changes to the GE Guidelines shall be referred to C&R for~~

127 ~~deliberation.~~

128

129 ~~Rationale: In the academic year 2016/17, SJSU's General Education Program~~

130 ~~was reviewed through the Program Planning Process and an action plan was~~

131 ~~developed in 2018 to review and update the program learning outcomes and~~

132 ~~develop more effective processes for assessment. An ad hoc committee was~~

133 ~~created to review and modify the program learning outcomes in the academic~~

134 ~~year 2018/19. These new learning outcomes were presented to the C&R~~

135 ~~Committee which, in conjunction with the Academic Senate Office, held two~~

136 ~~campus-wide General Education Summits in late Fall 2019 and early Spring~~

137 ~~2020 to gather feedback on the program learning outcomes, the GE Area~~

138 ~~Learning Outcomes, and many other aspects of our GE Guidelines. These~~

139 ~~guidelines were also distributed in early Spring 2021 and C&R carefully reviewed~~

140 all the feedback that was received. Thirteen additional forums were held in Fall  
141 2021. This extensive community input was reviewed, summarized, and  
142 considered when creating the new GE Guidelines. Based upon consideration of  
143 the feedback that has been received by the Curriculum and Research  
144 Committee, these updated guidelines incorporate the creation of the new GE  
145 Area F (Ethnic Studies) with reduction of Area D to 6 units as well as changes to  
146 each GE Area, the Graduation Writing Assessment Requirement (formerly known  
147 as Area Z on our campus), and the American Institutions Graduation  
148 Requirements.  
149 Timeline and Implementation: All undergraduate students entering SJSU Fall 2022  
150 and after will be subject to the 2022 GE Guidelines. According to CSU policy,  
151 continuing SJSU students and continuously enrolled California Community  
152 College transfer students can opt to adhere to the GE Guidelines aligned with their  
153 catalog rights.



## **San José State University**

# **Guidelines for General Education (GE), American Institutions (AI), and ~~the Graduation Writing Assessment Requirement (GWAR)~~ Writing in the Disciplines (WID)**

**Fall 2025**

(Revised September 2024)



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# The Value of General Education at SJSU

SJSU's general education program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem-solving.

When combined with major coursework, general education coursework is what sets a university education apart from simple vocational training. A well-crafted general education program helps build a foundation for life-long learning and career-enhancing skills. While major coursework will help students in their chosen careers, the General Education program will help all students get ahead in not only their currently envisioned career path, but in future career paths that may not be imagined yet. Thus, the General Education Program at SJSU is designed to educate in the holistic sense and is at the heart of the University's education.

The General Education Program at SJSU has three goals:

Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits.

Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.

Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

## General Education Program Learning Outcomes

SJSU's General Education Program has the following three goals and nine program learning outcomes (PLOs):

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

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

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

PLO 3. [Critical Thinking] Identify and analyze a subject/topic/issue/problem of significance by evaluating the merits of different positions or perspectives; support the analysis with relevant

evidence and information while stating assumptions; and draw evidence-based conclusions.

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

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

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

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

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

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

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

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

## **General Education Policies**

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

### **CSU System-wide Policies**

CSU GE is governed by the CSU General Education Requirements (<https://calstate.policystat.com/policy/13059034/>) formerly Executive Order (EO) 1100. In particular, articles 2 and 4 govern minimum requirements and subject area distribution. Under current policy, all CSU students must complete 43 units of GE requirements to earn the bachelor's degree. This includes 34 semester units of lower-division coursework and 9 semester units of upper-division coursework.

The CSU GE Requirement is a lower-division 34-semester unit program with specified courses in:

**Area 1** — English Communication (SJSU Area 1: English Communication and Critical Communication) (9 units)

**Area 2** — Mathematical Concepts and Quantitative Reasoning (3 units)

**Area 3** — Arts and Humanities (6 units)

**Area 4** — Social and Behavioral Sciences (6 units)

**Area 5** — Physical and Biological Sciences (7 units)

**Area 6** — Ethnic Studies (3 units)

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

**Area 2/5** — (SJSU UD Area 2/5: Earth, Environment and Sustainability) (3 units)

**Area 3** — (SJSU UD Area 3: Cultures and Global Understanding) (3 units)

**Area 4** — (SJSU UD Area 4: Self, Society, and Equality in the U.S.) (3 units)

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

- **United States History, Constitution and American Ideals** (SJSU's "American Institutions". See California Code Title 5, Section 40404). CSU campuses may permit up to 6 semester units of GE to meet this requirement.

- **Graduation Writing Assessment Requirement:** (Writing in the Disciplines). Requires students to demonstrate writing competence through an approved course or other means. This is mandated by CSU policy [Graduation Writing Assessment Requirement Determination of Competence in English](#) (formerly EO 0665).

## **Approved Modifications to CSU GE Policy**

The [CSU General Education Requirements Policy](#) authorizes programmatic exceptions under specified circumstances. In the case of high-unit major degree programs, the Chancellor may grant exceptions to one or more requirements for students completing the particular program. Such exceptions must be approved at the campus level prior to initiating a request to the Chancellor's Office. A full academic justification shall be submitted to the Executive Vice Chancellor for Academic and Student Affairs, who shall submit his or her recommendation and the campus recommendation (along with all relevant documents) to the Chancellor. A current list of approved General Education exceptions is published online in the University Catalog.

### **Category A - Substitution of a GE Course**

Proposals to satisfy GE Areas with the substitution of non-GE coursework in the major are possible. These proposals are reviewed by the General Education Advisory Committee (GEAC) and a recommendation is made. As with all major program revisions, the proposal is reviewed by the Undergraduate Studies Committee and a recommendation is made. Recommendations are reviewed by the Provost or Provost's designee for final approval. The course or set of courses used in this category are neither designed nor assessed as GE courses, and do not need to have GE Certification, but must be reviewed during the program planning cycle by GEAC to confirm that the relevant GE Area Learning Outcomes and content outcomes are met. Two **examples are Physics 2A for Areas 5A/5C, and Math 30 for Area 2**. Students satisfying any GE Areas in this category and who later change majors retain the clearance of the GE Area(s).

### **Category B – Waiver of a GE Area**

Proposals for a waiver of a Core GE Area (lower division, except Area 6) must be approved by the Chancellor's office. These waivers are program specific and require an evaluation of whether or not a degree program can reduce units in the major rather than seek relief via a waiver of GE units. Proposals are submitted to the Curriculum and Research Committee. The Committee's recommendation is passed on to the Provost. If approved by the Provost and President, then the waiver proposal is submitted to the Chancellor's Office for review. All SJSU-level approvals are provisional until receiving final approval from the Chancellor's Office. If a student changes majors, the student must satisfy the GE Area that would have been waived had the student remained in the original major.

Transparency – A list of all Category A and Category B exceptions will be maintained and posted online by SJSU's Office of Undergraduate Education. All Category A and Category B exceptions will be reviewed by GEAC during the Program Planning Review, but may be reviewed more frequently if there are future changes to either the degree program or the GE Program.

## **San José State University Program Requirements**

### **Core General Education: 34 lower-division units**

#### **Fundamental Skills and Competencies of an Educated Person (12 units)**

Fundamental Skills and Competencies courses develop students' communication and analytical skills. An educated person can communicate ideas effectively, verbally and in writing. An educated person must also have strong reasoning powers in order to analyze all types of information. Per CSU policy, each **Fundamental Area 1 and Area 2 Skills** course must be passed with a grade of C- or better to fulfill graduation requirements

<b>Area</b>	<b>Units</b>	<b>Prerequisite</b>
1A: Written Communication I	3	Reflection on College Writing Self-placement
1B: Critical Thinking and Writing	3	Area 1A course with C- or better
1C: Oral Communication	3	--
2: Mathematical Concepts and Quantitative Reasoning	3	--

#### **Fundamental Knowledge of an Educated Person (22 units)**

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

Area	Units
3A: Arts	3
3B: Humanities	3
4: Social and Behavioral Sciences	6
5A: Physical Science	3
5B: Life Science	3
5C: Science lab*	1
6: Ethnic Studies	3

\* May be embedded in 5A or 5B course, as long as lower-division Subject Area 5 is seven units.

## **SJSU Studies: 9 upper-division units of GE**

### **Integrated Knowledge ~~of an Educated Person~~**

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

Area	Units	Prerequisites
UD Area 2/5: Earth, Environment & Sustainability (CSU GE Areas 2 or 5)	3	Upper-division standing and completion of Core GE. Completion of, or co-registration in, 100W is strongly recommended.
UD Area 4: Self, Society & Equality in the U.S (CSU Area 4)	3	
UD Area 3: Cultures and Global Understanding (GE Area 3)	3	

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

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

<b>Area</b>	<b><u>Area Name</u></b>	<b>Units and Prerequisites</b>
<b>US 1-2-3</b>	<b>American Institutions</b> <i>CSU graduation requirement</i>	0-6 semester units <i>Often fulfilled through Area 4 courses. Also may be fulfilled through select Area 3, UD Area 4 and/or UD Area 3 courses.</i>
<b>WID</b>	<b>Writing in the Disciplines</b> <i>fulfills CSU GVAR (Graduation Writing Assessment Requirement, undergraduate level; 100W courses)</i>  <i>(also see <u>University Policy S19-3</u>)</i>	0-3 semester units <i>Prerequisites: Completion of 1) Area 1A (Written Communication 1) and 1B (Critical Thinking and Writing) with a grade of C- or better; 2) appropriate placement mechanism (i.e., 100W Directed Self-Placement) and; 3) Upper- division standing (60 units completed)</i>
<b>PE</b>	<b>Physical Education</b> <i>SJSU graduation requirement</i>	0-2 semester units

## **Development and Approval of New GE Courses**

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

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

### **GE Course Proposals**

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

- a complete syllabus (see guidelines below);



- a description of methods of instruction as well as instructor qualifications (see below);
- a general description of how the offering department will manage GE course coordination and ensure consistent implementation among multiple sections and instructors, as well as from semester to semester;
- a general description of the process of assessing student learning for the GE course, including who reviews the data and how improvements are systematically introduced into the course; and
- for courses with proposed enrollment caps exceeding 10% of the established enrollment limit, an explanation of how practice, feedback, and revisions in writing will be addressed.

## **GE and Graduation Requirement Course Syllabi**

### *Accessibility*

All course syllabi must conform to **university policy Academic Senate** syllabus guidelines (current policy is [S16-9](#)), including the requirement that syllabi conform to accessibility guidelines.

### *GE Area Learning Outcomes*

The course syllabus must demonstrate how the course addresses GE Area Learning Outcomes (GE ALOs) directly and substantively by including:

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

### *Writing and Diversity Requirements*

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

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

1. a week-by-week course schedule, including assigned readings and graded assignments;
2. a statement about the use of anonymized student work in a regular cycle of General Education Program assessment, including an explanation of how students can request to exclude their work from the process;
3. for Basic Skills courses (Areas 1 (1A, 1B, 1C) and 2), the following statement on course syllabi: "This course must be passed with a C- or better as a CSU graduation requirement."
4. for SJSU Studies courses (**UD Area 2/5, UD Area 4, UD Area 3**), the following statement

on course syllabi: “Students are strongly encouraged to satisfy GE **UD Area 2/5, UD Area 4, UD Area 3** with courses from departments other than the major department. Completion of, or co-registration in, a 100W course is strongly recommended.”

5. for 100W (Writing in the Disciplines), the following statement on course syllabi: “This course must be passed with a C or better as a CSU graduation requirement.”

## **Methods of Instruction**

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

## **Instructor Qualifications**

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

### *Minimum Instructor Qualifications for GE Courses*

1. an understanding and appreciation of general education;
2. excellence in teaching (as evidenced by, for example, letters of recommendation, direct observations by peers, curriculum development, innovative classroom practices, student testimonials; student opinions of teaching<sup>1</sup>);
3. an appropriate terminal degree, or a master’s degree with demonstrated knowledge and expertise in the subject matter;
4. college-level teaching experience or graduate training in the subject matter of the course; and
5. a professional commitment to the learning needs of a diverse student body.

Sections designed for English language learners require substantial formal training and experience in teaching speakers of other languages.

## **GE Program Assessment and Continuing Certification of GE Courses**

### **GE Program Assessment Framework:**

~~The SJSU General Education program will be assessed at the program level. GE Areas are mapped to one or more Program Learning Outcomes (PLOs) as listed in Appendix A. The PLOs~~

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<sup>1</sup> [University Policy F12-6](#) (Evaluation in Effectiveness in Teaching for all Faculty)

~~will be assessed on a rotating basis, so that all GE PLOs are assessed within a 3-year cycle. GE PLOs will be assessed using coursework from the courses in the GE Areas that are linked to the PLO being assessed. Standardized rubrics, developed by the GE faculty community, will be used to assess each PLO.~~

~~The GE Director, with support from the Office of Institutional Effectiveness and Strategic Analytics will be responsible for compiling the PLO assessment data and distributing the summary to the SJSU community.~~

The SJSU General Education program shall be assessed at the program level. GE Areas are mapped to one or more Program Learning Outcomes (PLOs) as listed in the Appendix. Departments teaching in the GE program are asked to consider how their courses fit within this mapping, and to collaborate with the GE Program Director to identify which PLOs they will assess in their courses. Departments are expected to gather assessment data annually, using either the GE PLO rubrics available in Canvas for this purpose, or by developing their own assessment methods. At the time of a department's program planning, the department will submit a summary statement of their GE assessment processes, including 1) explanations of the GE PLOs assessed, 2) how assessment data has been used to enhance instruction and student learning, and 3) plans for GE PLO assessment in the subsequent program planning cycle. Consult the [General Education program assessment website](#) for current rubrics and information on GE program assessment.

The GE Director, with support from the Office of Institutional Effectiveness and Strategic Analytics, will be responsible for compiling the PLO assessment data and distributing the summary to the SJSU community.

#### **~~Recertification of GE Courses after Adoption of the 2022 GE Guidelines:~~**

~~Following the adoption of the 2022 GE Guidelines, current GE courses will be reviewed and recertified, starting in Fall 2022 and continuing over five semesters through Fall 2025. Area F will be excluded, since all Area F courses were developed according to the new GE PLOs, ALOs and content requirements.~~

#### **Continuing Certification of GE Courses:**

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

All GE courses undergo review for continuing certification by the appropriate committees beyond the department level. Departments are notified at least one semester in advance of the courses that are scheduled for continuing certification review.

As a section of the program planning report, the department submits the following:

1. Representative syllabi from the last two years that each GE course has been taught, along with sample showcase assignments that demonstrate how the course meets each of its GE ALOs.

2. A description of the coordination across sections of GE courses and across years that ensures consistent implementation.
3. An assessment report (two pages maximum) for the department that includes the following:
  - a. A summary of the process of assessment of student learning in GE courses housed in the department, including who reviews the data and how course modifications are developed and approved. Summarize what the assessments have revealed about student learning with respect to GE ALOs.
  - b. Changes that the department has made to try to improve student learning with respect to the GE ALOs.
  - c. Future plans for course modifications, if applicable.

GEAC can either (1) continue to certify the course through the next program planning cycle or (2) seek clarifications or discuss its concerns with the department. When those concerns are resolved, then the course's GE certification is to be continued through the next program planning cycle. If its concerns cannot be resolved, then GEAC can recommend to the Curriculum and Research (C&R) Committee that the course be decertified. C&R makes the final decision, and the department has the right to appear before the C&R. If a member of GEAC has voted on the matter when it was before GEAC, then that member shall not vote on it again when it comes before C&R.

## **Continuous Enrollment and Catalog Rights**

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

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

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

<b><u>Student began continuous enrollment</u></b>	<b><u>GE Guidelines to follow</u></b>
Fall 2025 -- onward	Fall 2025 Guidelines
Fall 2022 - Spring 2025	Fall 2022 Guidelines
Fall 2014 - Spring 2021	Fall 2014 Guidelines <i>or</i> later
Fall 2005 - Spring 2014	2005 Guidelines (amended 2009) <i>or</i> later
Fall 1997 -Spring 2005	Fall 1997 Guidelines <i>or</i> later
Fall 1991 -Spring 1997	Recommend following Fall 2005 Guidelines
Prior to Fall 1991	Follow GE guidelines in effect at time of enrollment

## **Minimum GE Units and Grades**

### **Minimum Units**

- All students must complete a **minimum of 43 credits** of approved GE courses.
- If a GE requirement is waived without unit credit (e.g., English 1A), or a GE Area is satisfied with fewer than the required number of units (as can happen when transfer courses are converted from quarter to semester units), additional approved GE courses may be required to complete a minimum of 43 GE units (Title 5, Section 40405.1. California State University [General Education Requirements](#)).

### Grades

- All GE courses must be taken for letter grades (A-F).
- **Fundamental Skills courses** must be completed with a **minimum grade of C-**.
  - 1A: Written Communication I
  - 1B: Critical Thinking and Writing
  - 1C: Oral Communication
  - 2: Mathematical Concepts and Quantitative Reasoning
- **Area 6: Ethnic Studies** courses must be completed with a **minimum grade of C-**.
- **Writing in the Disciplines (100W)** must be completed with a **minimum grade of C**.

## Transfer Credit Rules

- General education equivalent courses taken at a California Community College (CCC), a California State University (CSU), or University of California (UC) campus transfer to SJSU if they are listed as meeting a CSU GE requirement, an Intersegmental General Education Transfer Curriculum (IGETC), or California General Education Transfer Curriculum (Cal-GETC) requirement where and when the course was taken.
- Transfer students may meet all lower-division GE course requirements by completing an Associate Degree for Transfer at a California Community College.
- Students majoring in designated STEM disciplines may complete an Associate in Science for Transfer degree that meets all lower-division GE requirements while also allowing them to complete the science and math courses needed for success in their chosen major program. Students completing CSU GE requirements for STEM Majors are required to complete 33 semester units for lower-division GE certification for transfer. Current information is published on the CSU's CCC Associate Degree for Transfer [webpage](#). (This policy is under review at the CSU system level during AY24/25.)
- Second baccalaureate students satisfy Core General Education with their first baccalaureate.
- Writing in the Disciplines (100W) and all 9 units of upper division GE, if completed while a matriculated student at another CSU campus, or while studying abroad under an SJSU-sponsored program, will satisfy the R, S, V, and Writing in the Disciplines requirements, including GE Residence, at SJSU.

# **General Education Course Guidelines**

## **Guidelines Common to All Areas of Core GE and SJSU Studies**

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

### **Writing Goals and Content**

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

- Each GE Area has a minimum writing requirement. These requirements, which are included in GE Area descriptions below, stipulate that faculty provide students with opportunities to draft and revise written work based on feedback.
- Faculty and departments are encouraged to access one or more of the writing support services at SJSU to develop their professional expertise in teaching and/or assessing writing. These resources include the Writing Center, [the Center for Faculty Excellence and Teaching Innovation](#), and the Writing Across the Curriculum program. An array of workshops and seminars are offered throughout the year. Opportunities to develop research and resource projects are also available, as are consultations with departments on writing-related issues ranging from assessment to program and course design.
- Support for teaching students about all parts of the writing process is available through the Writing Center. The Center provides group and one-on-one tutoring sessions, workshops on a wide array of writing topics, and online resources such as videos and handouts for self-study. The Center also works with graduate and undergraduate programs to develop systems of support for their students and faculty.
- The Writing Across the Curriculum program provides succinct guides to common multilingual language differences. Developed by SJSU faculty, these guides introduce instructors to the most common errors and variations made by multilingual writers, and help instructors work with students in meaningful, constructive ways. The guides are published on the [WAC website](#).
- In some GE areas, such as Area 1A and 1B, departments [may](#) offer in-house opportunities for their faculty to enhance their abilities to teach and assess writing. GE faculty are encouraged to contact their department chair or program director for more information.

### **Diversity Goals and Content**

San José State University is committed to supporting a diverse community guided by core values of ethical conduct and inclusion and respect for each individual. Such a community enriches the intellectual climate of the university and the educational experiences of its students,

promotes personal growth and a healthy society, and supports a positive work environment. By studying issues related to diversity, equity, and inclusion, students come to appreciate their rights and responsibilities in the free exchange of ideas that is the hallmark of a healthy and productive society.

Thus, GE courses shall incorporate issues of diversity, equity, and inclusion. They may do so in one or more of the following ways (a non-exhaustive list). Disciplines, departments, and fields of study should be able to engage in at least one of the following bullet areas:

- The experiences of diverse peoples may be topical issues of discussion and analysis
- Diversity may be considered through the contributions of diverse individuals and populations to the material under study. Identity is not static or siloed; as such, people have intersecting identities. No list can be dynamic and therefore inclusive; however, examples include (in no particular order): all backgrounds, identities, and experiences, as constituted by gender identity and expression, transgender identity, socioeconomic class/status, caste, people with disabilities, age, race, ethnicity, religion, generation, sexual orientation, regional origin, nationality, citizenship status, active duty/veteran status, language, political ideology (especially those that have not been historically and widely embedded), and intersectionalities among additional important positionalities.
- The placement of a specific theory and/or course concept in relation to surrounding diverse contexts and communities.
- Science courses (Area 5) may also satisfy the diversity goal, in part, with discussions related to preserving as well as critiquing the cultural impact on biodiversity in terms of the interactions between humans, societies, peoples, cultures, and other organisms in the biosphere. Biodiversity includes not only species that are rare, threatened, or endangered but all those living on earth (past and present). Courses may include human “biocultural” diversity where “biocultural” is described as the “dynamic, continually evolving and interconnected nature of people and place, and the notion that social and biological dimensions are interrelated.”<sup>2</sup>

Focusing on diverse peoples and issues throughout the GE program helps students:

- identify the lenses through which dominant society operates;
- recognize that individuals are often subject to marginalization that creates positionalities of disadvantage;
- engage in ways that help to mitigate societal inequities or deconstruct systems of oppression and colonization;
- listen, act, and speak with open minds, and understand the impact of their viewpoints on others;
- appreciate differing viewpoints and ways of knowing;
- develop skills to work together in a cooperative manner on behalf of the common good.

The level of incorporation of issues of diversity, equity and inclusion will vary across the GE Areas.

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<sup>2</sup> <https://www.amnh.org/research/center-for-biodiversity-conservation/what-is-biodiversity>

# **GE Area Requirements: Core (Lower-Division)**

## **Area 1: English Language Communication and Critical Thinking**

**9 semester units** (*One course in each subarea*)

<b>1A</b>	<b>Written Communication I</b>	3 semester units
<b>1B</b>	<b>Critical Thinking and Writing</b>	3 semester units
<b>1C</b>	<b>Oral Communication</b>	3 semester units

Area 1 courses develop students' knowledge and understanding of the form, content, context, and effectiveness of communication. Students develop proficiency in listening and communicating in English, examining communication from rhetorical perspectives, and presenting accurate and well-reasoned arguments orally and in writing. Area 1 courses enhance students' abilities to identify, analyze, criticize, and advocate ideas; to distinguish matters of fact from issues of judgment or opinion; and to reach well-supported factual or judgmental conclusions. All Area 1 courses must be completed with a grade of C- or better ([CSU General Education Requirements](#)).

### **Area 1A: Written Communication I**

Written Communication I courses cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing at the university. A grade of C- or better designates that a student has successfully oriented reading and writing practice in English to support college level research and learning and to share learning with others. Area 1A is a prerequisite for Area 1B: Critical Thinking. Completion of Area 1A with a grade of C- or better is a CSU graduation requirement.

#### **A. Goals**

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

#### **B. GE Area 1A Learning Outcomes**

Upon successful completion of an Area 1A course, students should be able to:

1. demonstrate knowledge and understanding of the content, context, effectiveness, and forms of written communication;
2. perform essential steps in the writing process (prewriting, organizing, composing, revising, and editing);
3. articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals;
4. integrate their ideas and those of others by synthesizing, explaining, analyzing,



- developing, and criticizing ideas effectively in several genres; and
5. demonstrate college-level language use, clarity, and grammatical abilities in writing.

### **C. Content**

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

### **Diversity requirement**

Issues of diversity shall be incorporated in an appropriate manner (as described in the Diversity Goals and Content section of these GE Guidelines).

### **Writing requirement**

Area 1A courses require a minimum of 6000 ~~8000~~ words, at least 4000 of which must be in revised final draft form. **Formats alternative to traditional papers are permitted (e.g. multimodal presentations, videos, podcasts).** ~~Writing~~ Assignments shall give students repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. How the 6000~~8000~~ -word minimum will be met and distributed must be clearly indicated on course syllabi.

### **Prerequisite**

Completion of appropriate placement mechanisms or Reflection on College Writing (Directed Self Placement)

### **Grade requirements**

Grading: A-F. Completing Area 1A with a grade of C- or better is a CSU graduation requirement.

### **Class size**

Class sections shall be limited to 25 students.

### **Supplementary assistance**

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

### **Instructor qualifications**

1. an understanding and appreciation of general education;
2. excellence in teaching;
3. an appropriate terminal degree, or a master's degree with demonstrated knowledge and expertise in the subject matter;
4. college-level teaching experience or graduate training in the subject matter of the course; and
5. a professional commitment to the learning needs of a diverse student body.

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

## **Area 1B: Critical Thinking and Writing**

Area 1B courses develop students' understanding of the relationship of language to logic. By engaging students in complex issues requiring critical thinking and effective argumentation, 1B courses develop students' abilities to research and analyze important topics and to construct their own arguments on issues that generate meaningful public debate and deliberation. Courses include explicit instruction and practice in inductive and deductive reasoning as well as identification of formal and informal fallacies of language and thought. Completion of Area 1A (Written Communication I) with a minimum grade of C- is a prerequisite for enrollment in Area 1B. Completion of Area 1B with a grade of C- or better is a CSU graduation requirement.

### **A. Goals**

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

### **B. GE Area 1B Learning Outcomes**

Upon successful completion of an Area 1B course, students should be able to:

1. locate, interpret, evaluate, and synthesize evidence in a comprehensive way, including through library research; and integrate research findings into oral and written arguments through appropriate citation and quotation;
2. use a range of rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view;
3. identify and critically evaluate the assumptions in and the contexts of arguments; and
4. use inductive and deductive logic to construct valid, evidence-supported arguments and draw valid conclusions.

### **C. Content**

1. **Reading:** Assigned readings represent a broad spectrum of opinions and ideas, writing styles, and cultural experiences. The majority of the reading is devoted to analytical, critical, and argumentative texts. Readings will introduce students to methods of argument analysis that allow them to parse complex arguments and articulate their logical structure, including:
  - a. identifying logical structures and common logical fallacies;
  - b. recognizing and evaluating assumptions underlying an argument;
  - c. drawing and assessing inferences, and recognizing distinctions among assumptions, facts, inferences, and opinions;
  - d. distinguishing audience, context, and purpose in shaping argumentation strategies; and
  - e. evaluating rhetorical appeals to understand the role of logic, emotion, and ethos in effective argumentation.
2. **Research:** Area 1B courses include an orientation to the library and basic research strategies needed to complete upper-division coursework, including locating materials, using them effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly.

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

#### **Diversity requirement**

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

#### **Writing requirement**

This class requires a minimum of 6000 words, at least 4000 of which must be in revised final draft form. Writing assignments shall give students repeated practice in prewriting, organizing, writing, revising, and editing. Students shall receive frequent evaluations of their writing from the instructor. In keeping with the core goal of 1B—understanding the relationship between language and logic—evaluative comments must be substantive, addressing both the logic of the argument and the quality and form of the writing. Comments should encourage and acknowledge student success as well as note problems and suggest ways to improve. How the 6000-word minimum will be met and distributed must be clearly indicated on the course syllabus.

#### **Prerequisite**

Completion of Area 1A: Written Communication I with a grade of C- or better.

#### **Grade requirements**

Grading: A-F. Completing Area 1B with a grade of C- or better is a CSU graduation requirement.

#### **Class size**

Class sections shall be limited to 25 students.

#### **Supplementary assistance**

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

#### **Instructor qualifications**

1. an understanding and appreciation of general education;
2. excellence in teaching;
3. an appropriate terminal degree, or a master's degree with demonstrated knowledge and expertise in the subject matter;
4. college-level teaching experience or graduate training in the subject matter of the course; and

5. a professional commitment to the learning needs of a diverse student body.

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

### **Area 1C: Oral Communication**

Oral Communication courses cultivate an understanding of the social, psychological, political, and practical significance of communication, with special emphasis on the roles of public communication in a free society. Area 1C courses emphasize the content as well as the form of communication and focus on the communicative process from a rhetorical perspective. Completing Area 1C with a grade of C- or better is a CSU graduation requirement.

#### **A. Goals**

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

#### **B. GE Area 1C Learning Outcomes**

Upon successful completion of an Area 1C course, students should be able to:

1. identify and critically evaluate socially significant topics, then compose and deliver oral extemporaneous presentations on these topics;
2. engage in critical and analytical listening;
3. analyze audiences and adapt oral presentations to accomplish the purpose of a speech;
4. create a clear central message that demonstrates an understanding of socially significant issues; and
5. demonstrate the ethical responsibilities of a public speaker by addressing the economic, legal, and social aspects of topics; and by locating and evaluating sources and integrating research through appropriate citation.

#### **C. Content:**

1. Each course shall include at least three faculty-supervised, faculty-evaluated extemporaneous oral presentations by students in the presence of others. In this context, extemporaneous refers to oral presentations that are prepared and practiced, but delivered with few or no notes.
2. Each 1C course shall focus on the communicative process from a rhetorical perspective. Readings, lectures, and discussions introduce students to rhetorical principles (i.e., reasoning, advocacy, organization, and accuracy) and processes of human symbolic interaction.
3. Each 1C course shall include oral assignments and exercises that develop the skills required for major assignments and/or to develop skills in public speaking. Each student will have at least one opportunity to revise and improve a speech following formative feedback from the instructor and peers.
4. Each student shall have some collaborative experience in the social construction of oral messages. This may take the form of working with a peer support group, preparing a group presentation, engaging in debate, or participating in a structured individual conference with the instructor.

5. Major speech assignments shall have research as a central component. Therefore, each course shall include instruction and training on library research and other high-quality research materials that help students learn how to, for example, discern between and choose sources, evaluate and select evidence, and synthesize evidence to develop a sound argument for oral presentation.
6. Major speech assignments shall require written, full-sentence outlines or argumentative briefs containing sufficient detail to show the relationships among the points and sub-points of the presentation and the evidence used to support these points.
7. Written assignments shall include appropriate papers, bibliographies, exercises, speech analyses, and/or peer critiques.
8. Each student shall receive extensive feedback on these assignments addressing a full range of rhetorical criteria such as content, organization, language, and delivery.

**Diversity requirement**

Issues of diversity shall be incorporated in an appropriate manner (as described in the Diversity Goals and Content section of these GE Guidelines).

**Writing requirement**

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

**Grade requirements**

Grading: A-F. Completing Area 1C with a grade of C- or better is a CSU graduation requirement.

**Class size**

Class sections shall be limited to 25 students. Sections designed for English language learners may be limited to 20 students.

**Supplementary assistance**

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

**Instructor qualifications**

1. an understanding and appreciation of general education;
2. excellence in teaching;
3. an appropriate terminal degree, or a master's degree with demonstrated knowledge and expertise in the subject matter;
4. college-level teaching experience or graduate training in the subject matter of the course; and
5. a professional commitment to the learning needs of a diverse student body.

Sections designed for English language learners and other multilingual speakers require substantial formal training and experience in teaching speakers of other languages.

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

## **Area 2: Mathematical Concepts and Quantitative Reasoning**

**Mathematical Concepts and** Quantitative Reasoning courses enable students to use numerical and graphical data in personal and professional judgments and in understanding and evaluating public issues. Completion of Area 2 with a grade of C- or better is a CSU graduation requirement.

Area 2 courses help students understand information requiring quantitative analysis and how to use and analyze quantitative arguments. In addition to traditional mathematics, courses in Area 2 may include computer science, personal finance, statistics or discipline-based mathematics and/or quantitative reasoning. Completion of Area 2 with a minimum grade of C- is a CSU graduation requirement.

### **A. Goals**

Area 2 courses develop students' abilities to reason quantitatively, practice computational skills, and explain and apply mathematical and/or quantitative reasoning concepts to solve problems at the college level.

### **B. GE Area 2 Learning Outcomes**

Upon successful completion of an Area 2 course, students should be able to:

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

### **C. Content**

As per [AS-3457-20](#) courses must use quantitative methods and build mathematical models using quantitative information or data that goes significantly beyond the [California Common Core State Standards for Mathematics](#) (CCSSM) for courses required for admission to the California State University. Appendix A of [AS-3457-20](#) provides guidance on appropriate course content.

Area 2 Mathematics/Quantitative Reasoning courses focus on:

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

### **Diversity requirement**

Issues of diversity may be incorporated in an appropriate manner for quantitative analysis (as described in the Diversity Goals and Content section of these GE

Guidelines).

**Writing requirement**

The minimum writing requirement for Area 2 courses is 500 words in a language and style appropriate to the discipline.

**Grade requirement**

Grading: A-F. Completing Area 2 with a grade of C- or better is a CSU graduation requirement.

**Instructor qualifications**

1. an understanding and appreciation of general education;
2. excellence in teaching;
3. an appropriate terminal degree, or a master's degree with demonstrated knowledge and expertise in the subject matter;
4. college-level teaching experience or graduate training in the subject matter of the course; and
5. a professional commitment to the learning needs of a diverse student body.

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

**Area 3: Arts and Humanities**

**6 semester units**

*At least one course completed in each of the 2 subareas*

<b>3A</b>	<b>Arts:</b> Visual Arts, Architecture, Music, Dance, Theater, and Film	3 semester units
<b>3B</b>	<b>Humanities:</b> Literature, Philosophy, Languages Other Than English	3 semester units

Across the disciplines in Area 3 coursework, students cultivate and refine their affective, cognitive, and expressive faculties by studying works of the human intellect and imagination. Area 3 courses help students to respond subjectively as well as objectively to aesthetic experiences and to develop an understanding of the integrity of both emotional and intellectual responses. In their intellectual and subjective considerations, students develop a better understanding of the interrelationship between the self and the creative arts and the humanities in a variety of cultures.

**3A (Arts) courses** emphasize the integration of history, theory, aesthetics, and criticism. Performance and studio classes may be credited toward satisfaction of this subject area if their major emphasis is the integration of history, theory, and criticism. Audition-based courses will not be approved for GE.

**3B (Humanities) courses** encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic, and cultural importance. Students may take courses in languages other than English in ~~partial~~ fulfillment of 3B if the courses do not focus solely on skills acquisition but also contain a substantial cultural component. This may include literature, among other content. Theater and film courses may be approved if they emphasize historical, literary, or cultural considerations. Logic courses may be accepted if the focus is not solely on technique but includes the role of logic in humanities disciplines.

#### **A. Goals**

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

#### **B. GE Area 3 Learning Outcomes**

##### 3A: Arts

Upon successful completion of a 3A course, students should be able to:

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

##### 3B: Humanities

Upon successful completion of a 3B course, students should be able to:

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

#### **C. Content**

Area 3A (Arts) courses shall give students the opportunity to:

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

Area 3B (Humanities) courses shall give students the opportunity to:

- a. examine various works of the human intellect and imagination in the form of texts and theories;
- b. understand the historical and cultural contexts in which specific works were created;



- and
- c. recognize the accomplishments of and issues related to diverse genders and cultures reflected in such texts.

### **Diversity requirement**

Issues of diversity shall be incorporated in an appropriate manner (as described in the Diversity Goals and Content section of these GE Guidelines).

### **Writing requirement**

3A and 3B classes require a minimum of 1500 words in a language and style appropriate to the discipline.

### **Class size**

3B course sections shall normally be limited to 40 students. Departments that teach 3B sections with enrollments of more than 40 students must provide a summary, in the GE section of the Program Planning Self Study, indicating how practice, feedback, and revisions in writing are addressed in larger sections.

### **American Institutions Requirement**

Area 3 courses may satisfy American Institutions requirements if they:

1. focus on cultural pluralism; and
2. meet the criteria for American Institutions and Core Area 3A and/or 3B.

### **Instructor qualifications**

1. an understanding and appreciation of general education;
2. excellence in teaching;
3. an appropriate terminal degree, or a master's degree with demonstrated knowledge and expertise in the subject matter;
4. college-level teaching experience or graduate training in the subject matter of the course; and
5. a professional commitment to the learning needs of a diverse student body.

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

## **Area 4: Social and Behavioral Sciences**

### **6 semester units**

*NOTE: The CSU requires students to complete General Education courses in the Social and Behavioral Sciences in at least two different disciplines. Students may meet this requirement by either 1) taking two lower-division Area 4 courses in different disciplines, or 2) taking two lower-division Area 4 courses in the same discipline and an UD Area 4 upper-division GE course in a different discipline.*

Area 4 courses increase students' understanding of human behavior and social interaction in the context of value systems, economic structures, political institutions, social groups, and natural environments. Through fulfillment of the Area 4 requirement, students develop an understanding of problems and issues from different disciplinary perspectives and examine issues in their contemporary as well as historical settings and in a variety of cultural contexts. Courses that emphasize skills development and professional preparation are excluded from Area 4.

## **A. Goals**

Students learn from Area 4 courses that human behavior is inextricably interwoven with social, political, and economic institutions. By exploring the principles, methodologies, value systems, and ethics employed in historical and social scientific inquiry, students come to appreciate processes of social change and social continuity, the role of human agency in those social processes, and the forces that engender social cohesion and fragmentation.

## **B. GE Area 4 Learning Outcomes**

Upon successful completion of an Area 4 course, students should be able to:

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

## **C. Content**

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

## **Diversity Requirement**

Issues of diversity shall be incorporated in an appropriate manner (as described in the Diversity Goals and Content section of these GE Guidelines).

## **Writing Requirement**

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

## **American Institutions Requirement**

Area 4 courses may meet American Institutions requirements if they:

1. focus on cultural pluralism; and
2. meet the criteria for American Institutions and Area 4.

## **Instructor qualifications**

1. an understanding and appreciation of general education;
2. excellence in teaching;
3. an appropriate terminal degree, or a master's degree with demonstrated knowledge and expertise in the subject matter;
4. college-level teaching experience or graduate training in the subject matter of the course; and

5. a professional commitment to the learning needs of a diverse student body.

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

## **Area 5: Physical and Biological Sciences**

### **7 semester units**

One course each in subareas 5A, 5B, and 5C. 5C may be embedded in 5A or 5B, as long as there are 7 units across lower-division Subject Area 5.

<b>5A</b>	<b>Physical Science</b>	3 semester units
<b>5B</b>	<b>Life Science</b>	3 semester units
<b>5C</b>	<b>Laboratory</b>	1 semester unit

Area 5 courses focus on scientific inquiry into the physical universe and its life forms. In Area 5 courses, students develop knowledge of scientific theories, concepts, data about both living and non-living systems, as well as potential limits of scientific endeavors and the value systems and ethics associated with human inquiry. Area 5A and 5B courses that have built-in laboratory activities may qualify for Area 5B credit, if the syllabus clearly distinguishes the laboratory activity from the lecture component. A stand-alone one-unit laboratory activity course should be associated with a 5A or 5B lecture course as either a pre- or co-requisite.

### **Area 5: Physical and Life Sciences**

In Area 5, students develop an understanding of scientific principles and the scientific method, as well as the potential limits of scientific endeavors and the value systems and ethics associated with scientific inquiry.

#### **A. Goals**

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

#### **B. GE Area 5 Learning Outcomes**

Upon successful completion of an Area 5 course, students should be able to:

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

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

### **C. Content**

#### Physical Science (5A) courses focus on:

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

#### Life Science (5B) courses focus on:

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

5A and 5B courses qualifying for 5C credit require lab manuals that are explicitly identified in the course syllabus.

#### Laboratory (5C) courses focus on:

- a. experimental methodology and hypothesis testing.

A lab manual is required for Area 5C courses.

### **Diversity requirement**

Issues of diversity shall be incorporated in an appropriate manner (as described in the Diversity Goals and Content section of these GE Guidelines).

### **Writing requirement**

The minimum writing requirement for Area 5 courses is 1500 words in a language and style appropriate to the discipline.

**Grade requirements:** Grading: A-F

### **Instructor qualifications**

1. an understanding and appreciation of general education;
2. excellence in teaching;
3. an appropriate terminal degree, or a master's degree with demonstrated knowledge and expertise in the subject matter;
4. college-level teaching experience or graduate training in the subject matter of the course; and
5. a professional commitment to the learning needs of a diverse student body.

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

## **Area 6: Ethnic Studies**

### **3 semester units**

The Area 6 requirement is based on the premise that all students graduating from the CSU have an understanding of race, racism, and social justice history in the United States. As stated in AB1460/California Education Code 89032 Section 2 Subsection (d): “Commencing with students graduating in the 2024-25 academic year, the California State University shall require, as an undergraduate graduation requirement, the completion of, at minimum, one three-unit course in ethnic studies.”

~~To fulfill this requirement, eligible courses shall have the following prefixes: Native American Studies (NAS/AIS), African American Studies (AFAM), Asian American Studies (AAS), and Chicana/Latina Studies (CCS). Courses without ethnic studies prefixes may meet this requirement if cross-listed with a course with an ethnic studies prefix. Currently, San José State has three ethnic studies programs/departments whose classes meet the Area F requirements, as stated under the AB1460 guidelines: AFAM, AAS, and CCS. To ensure that the AB1460 guidelines are met, any additional programs that are created with ethnic studies prefixes, must undergo a thorough evaluation process and be approved by the ethnic studies experts on the General Education Review Panel (GRP).~~

Consistent with CSU policy, Area 6 courses shall have the following prefixes: Native American Studies (NAS/AIS), African American Studies (AFAM), Asian American Studies (AAS), and Chicana/Latina Studies (CCS). Courses without ethnic studies prefixes may meet this requirement if cross-listed with a course with an ethnic studies prefix. To ensure that the AB1460 guidelines are met, any additional undergraduate programs and courses that are created with ethnic studies prefixes must undergo a thorough evaluation process and be approved by the General Education Review Panel (GRP) for ethnic studies, a group whose membership is determined by GEAC.

### **A. Goals**

1. Students will acquire the knowledge and skills necessary for comprehending continued sovereignty movements, the racial and ethnic dynamics, and colonial settler and social justice histories of the United States, and the socio-historical origins, processes, and consequences of racial construction, racialization, and racial oppression in the society in which they live.
2. Students will learn core interdisciplinary and comparative concepts and frameworks in ethnic studies with a focus on understanding race and ethnicity as they apply to the historically defined racialized core groups: Native Americans, African Americans, Asian Americans, and Chicana/Latina Americans.
3. Students will gain the skills to better operate as responsible, informed, and constructive citizens in an evolving multiracial and multicultural democracy.

### **B. GE Area 6 Learning Outcomes**

Upon successful completion of an Area 6 course, students should be able to discover and critically evaluate significant topics, then compose and deliver oral and/or media-driven presentations on these topics as related to the group(s) studied in the particular course. Area 6 emphasizes comparative concepts and frameworks in ethnic studies with a focus on historically

defined racialized core groups: Native Americans, African Americans, Asian Americans, and Chicana/Latina Americans.

Approved courses shall meet at *least three of the five* following student learning outcomes:

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethnocentrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism.
2. Apply ethnic studies theory and knowledge to describe and actively engage with anti-racist and anti-colonial issues and the practices and movements that have and continue to facilitate the building of a more just and equitable society.
3. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age.
4. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.
5. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements that have contributed to the building of a more just and equitable society.

**C. Content:**

1. Area 6 courses shall establish foundational knowledge appropriate to the area of study and focus on critically analyzing the socio-historical origins, processes, and consequences of dominance and subordination in regard to race, ethnicity, patriarchy, power, and social stratification.
2. Courses shall be inclusive of interdisciplinary and intersectional theories and methods by incorporating social science and humanistic scholarly approaches in course materials.
3. Courses shall include readings, lectures, relevant media, and creative works; and facilitate discussions that introduce students to core and new interdisciplinary and comparative concepts and frameworks in ethnic studies.
4. Each course shall include written and oral assignments and in-class exercises that develop the skills necessary for critiquing a range of literature including: a critique of dominant narratives, interpreting historical documents, and drawing logical conclusions related to ethnic studies content.
5. Courses shall incorporate materials and assignments that include cultural and creative expression that will allow students to develop research, analytical, and critical thinking skills.
6. Courses shall incorporate applied knowledge and practical application through creative and/or media-driven assignments that illustrate value to the community at large.

**Diversity requirement**

Issues of diversity shall be incorporated in an appropriate manner (as described in the Diversity Goals and Content section of these GE Guidelines).

**Writing requirement**

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

**Grade requirements**

Grading: A-F. A C- or better is required to fulfill this GE Requirement.<sup>3</sup>

### **Class size**

Class sections shall be limited to 35 students.<sup>4</sup>

### **Supplementary assistance**

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

### **Instructor qualifications**

1. A thorough understanding of Area 6 general education requirements and its implementation;
2. excellence in teaching;
3. an appropriate terminal degree, or master's degree with demonstrated knowledge and expertise in ethnic studies or related fields such as: Native American Studies (NAS/AIS), African American Studies (AFAM), Asian American Studies (AAS), and Chicax/Latinx Studies (CCS);
4. college-level teaching experience or graduate training that demonstrates qualifications to teach in one of the ethnic studies areas (NAS/AIS, AFAM, AAS, CCS);
5. a professional commitment to the learning needs of a diverse student body.

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

## **SJSU Studies (Upper-Division GE)**

### **Integrated Knowledge of an Educated Person**

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

The three SJSU Studies categories—**UD Area 2/5, UD Area 4, UD Area 3**—meet CSU requirements for 9 units of upper-division courses in GE Areas 2 or 5, 3 and 4. **Students must complete Pper CSU GE Policy, uUpper-division GE courses are designed to be taken after upper-division status is attained. Students enrolling in upper-division GE courses shall have completed required lower-division GE courses in Area 1 (English Communication and Critical Communication), and Area 2 (Mathematical Concepts and Quantitative Reasoning) and any**

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<sup>3</sup> This recommendation was supported by the **Dean's Office in the current dean and interim dean of the** College of Social Sciences as **tohis-will** ensure *"that students have engaged the course concerns in a meaningful way and are able to apply ethnic studies theory and knowledge to actively engage with anti-racist and anti-colonial issues and contribute to the building of a more just and equitable society."*

<sup>4</sup> This recommendation was supported by **the Dean's Office in the current dean and interim dean of the** College of Social Sciences due to the strong pedagogical rationale for smaller class sizes.

prerequisites required by the specific courses ~~all Core GE requirements (lower level requirements in Areas 1-6)~~ prior to enrolling in SJSU Studies courses. Upper-division standing is required, and completion of, or co-registration in, a 100W is strongly recommended.

## **UD Area 2/5: Earth, Environment, and Sustainability (Upper Division Area 2 or 5)**

UD Area 2/5 courses apply the scientific method and quantitative reasoning to engage in ethical, civic-minded inquiry around sustaining the earth, its environments and its inhabitants.

### **A. Goals**

In UD Area 2/5 courses, students apply knowledge of scientific theories and concepts as well as quantitative reasoning to explore the relationship between humans and the natural environment. Students achieve an understanding of the role that science plays in addressing complex issues, as well as the potential limits of scientific endeavors and the value systems and ethics associated with scientific inquiry.

### **B. GE UD Area 2/5 Learning Outcomes**

Upon successful completion of an UD Area 2/5 course, students should be able to:

1. apply scientific principles and the scientific method to answer questions about earth, the environment, and sustainability while recognizing the limits of both the method and principles;
2. apply mathematical or quantitative reasoning concepts to the analysis and generation of solutions to issues of earth, the environment, and sustainability;
3. communicate a scientific finding, assertion, or theory to a general audience with the integrity and rigor of the underlying science; and
4. explain ethical, social, and civic dimensions of scientific inquiry.

### **C. Content**

1. Courses shall focus on issues or present perspectives from different academic disciplines and include an integrative assignment appropriate to the course content.
2. Courses shall require students to apply basic skills (reading, writing, speaking, critical thinking, research, and mathematics/quantitative reasoning) gained in Core General Education courses.
3. Assignments must utilize library research and oral and written communication skills.
4. Courses shall promote reflective processes and critical analysis of the civic relevance and ethical dimensions of course topics.
5. Materials must include primary sources appropriate to the disciplinary approaches used in the course (Examples include, but are not limited to, original creative works, scholarly journal articles, interviews, oral histories, historical documents).

### **Writing requirement**

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



requirement.

### **Diversity requirement**

Issues of diversity shall be incorporated in an appropriate manner (as described in the Diversity Goals and Content section of these GE Guidelines).

### **Class size**

UD Area 2/5 course sections shall normally be limited to 40 students. Departments that teach UD Area 2/5 sections with enrollments of more than 40 students must provide a summary, in the GE section of the Program Planning Study, indicating how practice, feedback, and revisions in writing are addressed in larger sections.

### **Instructor qualifications**

1. an understanding and appreciation of general education;
2. excellence in teaching;
3. an appropriate terminal degree, or a master's degree with demonstrated knowledge and expertise in the subject matter;
4. college-level teaching experience or graduate training in the subject matter of the course; and
5. a professional commitment to the learning needs of a diverse student body.

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

## **UD Area 4: Self, Society, and Equality in the U.S.** **(Upper Division Area 4)**

In UD Area 4 courses, students study the interrelationships of individuals, racial groups, and cultural groups to understand and appreciate issues of diversity, inclusion, inequalities, and justice in the United States. By exploring different perspectives and helping students articulate and discuss their own values, UD Area 4 courses prepare students to live and work responsibly and cooperatively in a multicultural society.

### **A. Goals**

In UD Area 4 courses, students study the interrelationships of individuals, racial groups, and cultural groups to understand and appreciate issues of equality, structured inequality and justice in the United States. By exploring different perspectives and helping students articulate and discuss their own values, UD Area 4 courses prepare students to live and work responsibly and cooperatively in a multicultural society.

### **B. GE UD Area 4 Learning Outcomes**

Upon successful completion of an UD Area 4 course, students should be able to:

1. describe how identities are shaped by cultural and societal influences within contexts of equality and inequality. Examples include, but are not limited to, race, ethnicity, gender identity, gender expression, sexual orientation, religion, disability status, age, generation, regional origin, national identity, language, and intersectionalities;
2. analyze historical, economic, political, or social processes that shape diversity, equality, and structured inequalities in the U.S. and reflect on one's own identities and positions within these structures;
3. evaluate social actions which have or have not led to greater equality and social justice in the U.S.; and
4. engage in constructive interactions about social issues in the U.S. within the framework of equality and inequalities.

### **C. Content**

1. Courses shall focus on issues or present perspectives from more than one academic discipline and include an integrative assignment appropriate to the course content.
2. Courses shall require students to build on basic skills (reading, writing, speaking, critical thinking, research, and mathematics/quantitative reasoning) and knowledge gained in Core General Education courses.
3. Courses shall promote reflective processes and critical analysis of the civic relevance and ethical dimensions of course topics.
4. Course materials (e.g., readings, research) must include primary sources appropriate to the disciplinary perspectives employed in the course (Examples include, but are not limited to, original creative works, scholarly journal articles, interviews, oral histories, and historical documents)

### **Writing requirement**

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

### **Diversity requirement**

Issues of diversity shall be incorporated in an appropriate manner (as described in the Diversity Goals and Content section of these GE Guidelines).

### **Class size**

UD Area 4 course sections shall normally be limited to 40 students. Departments teaching sections with enrollments of more than 40 students must provide a summary, in the GE section of the Program Planning Study, indicating how practice, feedback, and revisions in writing are addressed in larger sections.

### **Instructor qualifications**

1. an understanding and appreciation of general education;
2. excellence in teaching;
3. an appropriate terminal degree, or a master's degree with demonstrated knowledge and expertise in the subject matter;
4. college-level teaching experience or graduate training in the subject matter of the course; and

5. a professional commitment to the learning needs of a diverse student body.

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

### **UD Area 3: Cultures and Global Understanding (Upper Division Area 3)**

Courses in Cultures and Global Understanding examine multiple aspects of human expression in cultures and societies outside the United States. By reflecting on how traditions of cultures outside the United States have influenced the United States' cultures and societies, students deepen their understanding of various cultures.

#### **A. Goals**

Courses in Cultures and Global Understanding examine multiple aspects of human expression in cultures and societies outside the United States, including how such cultures develop and influence one another as well as U.S. cultures and societies. Upper-division courses that teach advanced foreign language and culture are eligible for this category.

#### **B. GE UD Area 3 Learning Outcomes**

Upon successful completion of an UD Area 3 course, students should be able to:

1. analyze the historical, social, and/or cultural significance of creative works of human expression (examples include, but are not limited to, written works, images, media, music, dance, technologies, and designs), from at least one cultural tradition outside the United States;
2. examine how creative works of human expression [as defined in #1] outside the United States have influenced United States' cultures;
3. explain how a culture outside the U.S. has changed in response to internal and external influences; and
4. appraise how the study of creative works of human expression from outside the United States shapes one's own understanding of cultural experiences and practices.

#### **C. Content**

1. Courses shall address significant achievements of the human intellect and imagination in a comparative context.
2. Courses shall focus on issues or present perspectives from more than one academic discipline, and include an integrative assignment appropriate to the course content.
3. Courses shall require students to apply basic skills (reading, writing, speaking, critical thinking, research, and mathematics/quantitative reasoning) gained in Core General Education courses.
4. Courses shall promote reflective processes and critical analysis of course materials and topics.
5. Course materials (e.g., readings, research) shall include primary sources appropriate to the disciplinary approaches used in the course. Examples include, but are not limited to, original creative works, scholarly journal articles, interviews, oral histories, and historical documents.

#### **Writing requirement**

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

### **Diversity requirement**

Issues of diversity shall be incorporated in an appropriate manner (as described in the Diversity Goals and Content section of these GE Guidelines).

### **Class size**

UD Area 3 course sections shall normally be limited to 40 students. Departments teaching UD Area 3 sections with enrollments exceeding 40 students must provide a summary, in the GE section of the Program Planning Study, indicating how practice, feedback, and revisions in writing are addressed.

### **Instructor qualifications**

1. an understanding and appreciation of general education;
2. excellence in teaching;
3. an appropriate terminal degree, or a master's degree with demonstrated knowledge and expertise in the subject matter;
4. college-level teaching experience or graduate training in the subject matter of the course; and
5. a professional commitment to the learning needs of a diverse student body.

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

## **Graduation Course Requirements (Not General Education)**

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

### **American Institutions Requirement**

The American Institutions (AI) requirement is based on the premise that any student graduating from the CSU should have an understanding of the history and governmental institutions of the United States and the State of California. This requirement, which was put in place by the State of California, is laid out in California State University [Executive Order 1061](#). The original mandate appears in State Education Code Title 5, Section 40404.

#### **A. Goals**

Courses in American Institutions should meet one or more of the following requirements: U.S. History, U.S. Constitution, and California Government. Students enrolled in these courses should

develop civic skills, interests, and values through exposure to diverse perspectives on the historical events and political processes that have shaped the social, economic, and political systems in which they live.

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

Courses that meet American Institutions requirements fall into three areas, as specified in Title 5:

1. The historical development of American institutions and ideals (**Area US1**);
2. The Constitution of the United States and the operation of representative democratic government under that Constitution (**Area US2**); and
3. The process of California state and local government (**Area US3**).

## **B. Area Learning Outcomes:**

### **ALO 1 (US1)**

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

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

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

### **ALO 2 (US2)**

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

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

- A. the foundations of the political system, including the evolution of the U.S. Constitution, political culture, separation of powers, federalism, and relations among various levels of government. Students will also analyze the evolving institutions of government, including

a study of the powers of the President, Congress, and the Judiciary as well as the bureaucracy;

- B. the links between the people and the political system of the United States, including voting and other forms of participation, as well as other content areas such as tribal governments, political parties, interest/lobbying groups, and public opinion and socialization. Students should also analyze the rights and obligations of citizens, which may include the tension between various freedoms of expression, including issues related to censorship and freedom of speech, due process, and the maintenance of order; and
- C. connections to issues of justice/injustice, including the efforts to end racial, gender, and other forms of discriminatory practices in both the public and private sectors.

### **ALO3 (US3)**

To fulfill the requirements for California Government, students should be able to explain how political decisions are made at the state and local levels, taking into account the diverse cultures, communities, and environments of California, including the impact of demographic changes on the history and politics of the state and the nation.

As students explore the operations of government at the state level, they should be able to evaluate:

- A. the foundations of the California political system, the similarities and differences between the California and U.S. Constitutions, and the relationship between state and local government in California; and
- B. the evolving relationships of state and local government with the federal government, such as the relationship with tribal governments; the generation and resolution of conflicts; the establishment of cooperative processes under the constitutions of both the state and nation; and the political processes involved.

### **C. Content**

#### **American Institutions courses that meet General Education Requirements**

San José State permits designated courses that fulfill the AI requirement to satisfy General Education requirements in Area 3: Arts and/or Humanities, Area 4: **Social and Behavioral Sciences**, UD Area 4: Self, Society and Equality in the U.S., and in UD Area 3: Cultures and Global Understanding. In addition to meeting the above content requirements, proposals for such courses must include:

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

### **Writing in the Disciplines (Formerly Area Z)**

Writing in the Disciplines (WID) courses develop students' abilities to communicate effectively in their major course of study and in their careers. With an emphasis on critical thinking, these upper-division core courses advance students' understanding of the genres, audiences, and purposes of college writing while preparing them for successful communication in their chosen

professions.

### **A. Goals**

Students will develop advanced proficiency in college-level writing and appropriate contemporary research strategies and methodologies to communicate effectively to both specialized and general audiences. Writing in the Disciplines courses should reinforce and advance the abilities developed in Written Communication I (1A) and Critical Thinking and Writing (1B) courses, and broaden and deepen these to include mastery of the discourse particular to the discipline(s) in which the course is taught. A minimum grade of C (not including C-) meets this CSU graduation requirement.

### **B. Writing in the Disciplines Learning Outcomes**

Upon successful completion of a Writing in the Disciplines course, students should be able to:

1. explain, analyze, develop, and critique ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse;
2. organize and develop complete discipline-specific texts and other documents for both professional and general audiences, using appropriate editorial and citation standards;
3. locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing; and
4. produce discipline-specific written work that demonstrates upper-division proficiency in language use, grammar, and clarity of expression.

### **C. Content**

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

### **Course prerequisites**

1. Completion of ~~Core-GE~~ **Area 1A: Written Communication and 1B: Critical Thinking and Writing with minimum grade of C-.**
2. Declaration of major in the appropriate discipline
3. At least 60 earned semester units
4. Completion of appropriate placement mechanisms.

### **Diversity requirement**

Issues of diversity shall be incorporated in an appropriate manner (as described in the Diversity Goals and Content section of these GE Guidelines).

### **Grade Requirements**

**A-F.** Completing Writing in the Disciplines with a C or better is a SJSU graduation requirement.

### **Class size and course duration**

Writing in the Disciplines course sections should be limited to 25 students. Departments teaching Writing in the Disciplines sections with enrollments exceeding 25 students must provide a summary, in the GE section of the Program Planning Study, indicating how practice, feedback, and revisions in writing are addressed.

Ordinarily, the minimum duration of 100W courses shall be no less than 8 weeks, in order to allow ample time for reflection and iteration that are critical to the development of writing skills. In some cases, departments may choose to teach 100W in sessions as short as 5 weeks, wherein they determine this would benefit student success while retaining instructional quality.

### **Instructor qualifications**

1. excellence in teaching;
2. an appropriate terminal degree, or a master's degree with demonstrated knowledge and expertise in the subject matter;
3. college-level teaching experience or graduate training in the subject matter of the course; and
4. a professional commitment to the learning needs of a diverse student body.

### **Supplementary assistance**

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

## **Physical Education Requirement**

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

### **A. Goals**

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

### **B. Student learning**

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

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

### **Approved Exceptions and Substitutions**



1. **Students in majors that have been granted exceptions to this requirement.** A current list of such exceptions is published on the Major Exceptions and Modifications for GE and SJSU Studies page in the SJSU Catalog.
2. **Transfer students in specified majors.** A current list of such exceptions is published on the Major Exceptions and Modifications for GE and SJSU Studies page in the SJSU Catalog.
3. Two units of **Intercollegiate Athletics** may be used to satisfy the PE requirement.
4. Students who complete the **ROTC program** at SJSU are exempt from the PE requirement.
5. **Veterans who have completed at least one year of active duty in the armed services** (Army, Navy, Air Force, Marines, Coast Guard or Space Force) have satisfied the physical education requirement (Credit for Military Training in Non-Collegiate Settings section).

## Appendix A - Mapping of WID, AI, GE ALOs to GE PLOs

The mapping below shows how each GE area contributes to the GE Program Learning Outcomes. Refer to Section “GE Program Assessment and Continuing Certification of GE Courses”.

	PLO1 Oral Comm uni cation	PLO2 Writte n Comm uni cation	PLO3 Critical Thinki ng	PLO4 Quant itative Reas oning	PLO5 Infor matio n Litera cy	PLO6 Diver sity, Inclus ion & Justic e	PLO7 Civic & Global Engag ement	PLO8 Integr ation & Applic ation	PLO9 Refl ectio n & Self Asses sment
Area 1A		X	X					X	
Area 1B		X	X		X				
Area 1C	X		X		X	X		X	
Area 2	X	X	X	X				X	
Area 3A		X	X		X	X		X	X
Area 3B		X	X		X	X		X	X

Area 4			X			X	X		
Area 5A		X	X		X			X	
Area 5B		X	X		X			X	
Area 5C		X	X		X			X	
Area 6			X			X	X	X	
UD Area 2/5		X	X	X	X		X	X	
UD Area 4	X		X			X		X	X
UD Area 3			X		X		X	X	X
WID		X	X		X				
American Institutions			X			X	X		X

<b>Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits. Goal 1 has five learning outcomes (PLOs 1-5):</b>	
<b>PLO 1. [Oral Communication] Create and deliver logically-organized, well-supported, and compelling messages both in presentation and in conversation for specific audiences and diverse settings.</b>	
1C GEALO 1	identify and critically evaluate socially significant topics, then compose and deliver oral extemporaneous presentations on these topics;
1C GEALO 2	engage in critical and analytical listening;
1C GEALO 3	analyze audiences and adapt oral presentations to accomplish the purpose of a speech;

1C GEALO 4	create a clear central message that demonstrates an understanding of socially significant issues;
1C GEALO 5	demonstrate the ethical responsibilities of a public speaker by addressing the economic, legal, and social aspects of topics; and by locating and evaluating sources and integrating research through appropriate citation
2 GEALO 1	use mathematical methods to solve quantitative problems, including those presented in verbal form;
UD AREA 4 GEALO 4	engage in constructive interactions about social issues in the U.S. within the framework of equality and inequalities.
<b>PLO 2. [Written Communication] Develop and practice a writing process that accounts for the goals, dynamics, and genres of written communication, with special attention to the conventions of writing at the university.</b>	
1A GEALO 1	demonstrate knowledge and understanding of the content, context, effectiveness, and form of written communication;
1A GEALO 2	perform essential steps in the writing process (prewriting, organizing, composing, revising, and editing);
1A GEALO 3	articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals;
1A GEALO 4	integrate their ideas and those of others by synthesizing, explaining, analyzing, developing, and criticizing ideas effectively in several genres;
1A GEALO 5	demonstrate college-level language use, clarity, and grammatical abilities in writing
1B GEALO 2	use a range of rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view;
2 GEALO 2	interpret and communicate quantitative information using language appropriate to the context and intended audience;
3A GEALO 2	explore and articulate their own subjective aesthetic and intellectual responses to such works;
3A GEALO 4	research and apply relevant aesthetic criteria and/or artistic conventions in effective written responses to works of art
3B GEALO 2	explore and articulate their own subjective aesthetic and intellectual responses to such texts;
3B GEALO 4	research and write effective analyses of works of the human intellect and imagination
5A,B,C GEALO 2	apply scientific principles and communicate in ways appropriate to the discipline about the process and results of scientific discovery;
UD AREA 2/5 GEALO 3	communicate a scientific finding, assertion, or theory to a general audience with the integrity and rigor of the underlying science;

WID 1	explain, analyze, develop, and critique ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse;
WID 2	organize and develop complete discipline-specific texts and other documents for both professional and general audiences, using appropriate editorial and citation standards;
WID 3	locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing;
WID 4	produce discipline-specific written work that demonstrates upper-division proficiency in language use, grammar, and clarity of expression
<b>PLO 3. [Critical Thinking] Identify and analyze a subject/topic/issue/problem of significance by evaluating the merits of different positions or perspectives; support the analysis with relevant evidence and information while stating assumptions; and draw evidence-based conclusions.</b>	
1A GEALO 4	integrate their ideas and those of others by synthesizing, explaining, analyzing, developing, and criticizing ideas effectively in several genres;
1B GEALO 1	locate, interpret, evaluate, and synthesize evidence in a comprehensive way, including through library research; and integrate research findings into oral and written arguments through appropriate citation and quotation;
1B GEALO 2	use a range of rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view;
1B GEALO 3	identify and critically evaluate the assumptions in and the contexts of arguments;
1B GEALO 4	use inductive and deductive logic to construct valid, evidence-supported arguments and draw valid conclusions
1C GEALO 1	identify and critically evaluate socially significant topics, then compose and deliver oral extemporaneous presentations on these topics;
1C GEALO 2	engage in critical and analytical listening;
1C GEALO 3	analyze audiences and adapt oral presentations to accomplish the purpose of a speech;
2 GEALO 3	reason, model, draw conclusions, and make decisions based on numerical and graphical data;
3A GEALO 1	identify aesthetic qualities and processes that characterize works of the human intellect and imagination;
3A GEALO 3	analyze the role and impact of the creative arts in culture and on the interrelationship of self and community;
3A GEALO 4	research and apply relevant aesthetic criteria and/or artistic conventions in effective written responses to works of art

3B GEALO 1	analyze and understand works of philosophical and humanistic importance, including their temporal and cultural dimensions;
3B GEALO 3	analyze and assess ideas of value, meaning, and knowledge, as produced within the humanistic disciplines;
3B GEALO 4	research and write effective analyses of works of the human intellect and imagination
4 GEALO 2	compare and contrast the dynamics of two or more social groups or social systems in a variety of historical and/or cultural contexts

4 GEALO 4	draw on social/behavioral science information from various perspectives to formulate applications appropriate to historical and/or contemporary social issues
5A,B,C GEALO 1	demonstrate knowledge of scientific theories, concepts, and data used in the physical and life sciences;
5A,B,C GEALO 2	apply scientific principles and communicate in ways appropriate to the discipline about the process and results of scientific discovery;
5A,B,C GEALO 3	access, critically evaluate, and represent scientific information in various forms and draw appropriate conclusions;
5A,B,C GEALO 4	use methods derived from current scientific inquiry to form evidence-based opinions about science-related matters of personal, public, and ethical concern
6 GEALO 1	analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism.
6 GEALO 2	apply ethnic studies theory and knowledge to describe and actively engage with anti-racist and anti-colonial issues and the practices and movements that have and continue to facilitate the building of a more just and equitable society.
6 GEALO 3	critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age.
6 GEALO 4	critically review how struggle, resistance, racial and social justice, solidarity, and liberation are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.
UD AREA 2/5 GEALO 1	apply scientific principles and the scientific method to answer questions about earth, the environment, and sustainability while recognizing the limits of both the method and principles;
UD AREA 2/5 GEALO 3	communicate a scientific finding, assertion, or theory to a general audience with the integrity and rigor of the underlying science;
UD AREA 2/5 GEALO 4	explain ethical, social, and civic dimensions of scientific inquiry

UD AREA 4 GEALO 1	describe how identities are shaped by cultural and societal influences within contexts of equality and inequality;
UD AREA 4 GEALO 2	analyze historical, economic, political, or social processes that shape diversity, equality, and structured inequalities in the U.S. and reflect on one's own identities and positions within these structures;
UD AREA 4 GEALO 3	evaluate social actions which have or have not led to greater equality and social justice in the U.S.;
UD AREA 3 GEALO 1	analyze historical, social, and/or cultural significance of creative works of human expression (examples include, but are not limited to, written works, images, media, music, dance, technologies, designs), from at least one cultural tradition outside the United States;
UD AREA 3 GEALO 2	examine how creative works of human expression [as defined in #1] outside the United States have influenced the United States' cultures
UD AREA 3 GEALO 3	explain how a culture outside the U.S. has changed in response to internal and external influences;
WID 1	explain, analyze, develop, and critique ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse;

<b>PLO 4. [Quantitative Reasoning] Analyze, interpret and represent quantitative information in various forms to examine a question; explain the processes behind data collection and generation; and communicate evidence in support of an argument or purpose while stating assumptions, limitations, and biases, and drawing appropriate conclusions.</b>	
2 GEALO 1	use mathematical methods to solve quantitative problems, including those presented in verbal form;
2 GEALO 2	interpret and communicate quantitative information using language appropriate to the context and intended audience;
2 GEALO 3	reason, model, draw conclusions, and make decisions based on numerical and graphical data;
2 GEALO 4	apply mathematical or quantitative reasoning concepts to solve real life problems
UD AREA 2/5 GEALO 2	apply mathematical or quantitative reasoning concepts to the analysis and generation of solutions to issues of earth, the environment, and sustainability;
<b>PLO 5. [Information Literacy] Identify information needs, locate and access relevant and credible information while accounting for bias, and use information legally and ethically.</b>	

1B GEALO 1	locate, interpret, evaluate, and synthesize evidence in a comprehensive way, including through library research; and integrate research findings into oral and written arguments through appropriate citation and quotation;
1B GEALO 3	access, critically evaluate, and represent scientific information in various forms and draw appropriate conclusions;
1C GEALO 5	demonstrate the ethical responsibilities of a public speaker by addressing the economic, legal, and social aspects of topics; and by locating and evaluating sources and integrating research through appropriate citation.
3A GEALO 4	research and apply relevant aesthetic criteria and/or artistic conventions in effective written responses to works of art.
3B GEALO 4	research and write effective analyses of works of the human intellect and imagination.
5A,B,C GEALO 3	reason, model, draw conclusions, and make decisions based on numerical and graphical data;
UD AREA 2/5 GEALO 1	apply scientific principles and the scientific method to answer questions about earth, the environment, and sustainability while recognizing the limits of both the method and principles;
UD AREA 3 GEALO 1	analyze historical, social, and/or cultural significance of creative works of human expression (examples include, but are not limited to, written works, images, media, music, dance, technologies, designs), from at least one cultural tradition outside the United States;
WID 2	organize and develop complete discipline-specific texts and other documents for both professional and general audiences, using appropriate editorial and citation standards;
WID 3	locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing;

<b>Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment. Goal 2 has two learning outcomes (PLOs 6 and 7):</b>	
<b>PLO 6. [Diversity, inclusion, and justice] Examine diverse cultures, communities, and environments; explore different perspectives; analyze connections to issues of justice/injustice; and prepare to live and work responsibly and cooperatively in multicultural societies.</b>	
1C GEALO 4	create a clear central message that demonstrates an understanding of socially significant issues;
3A GEALO 3	analyze the role and impact of the creative arts in culture and on the interrelationship of self and community;

	3B GEALO 1	analyze and understand works of philosophical and humanistic importance, including their temporal and cultural dimensions;
	4 GEALO 1	demonstrate understanding of the ways in which social institutions, culture, and environment shape and are shaped by the behavior of individuals, both past and present;
	4 GEALO 2	compare and contrast the dynamics of two or more social groups or social systems in a variety of historical and/or cultural contexts;
	4 GEALO 3	place contemporary social developments in cultural, environmental, geographical, and/or historical contexts;
	4 GEALO 4	draw on social/behavioral science information from various perspectives to formulate applications appropriate to historical and/or contemporary social issues.
	6 GEALO 1	analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism;
	6 GEALO 2	apply ethnic studies theory and knowledge to describe and actively engage with anti-racist and anti-colonial issues and the practices and movements that have and continue to facilitate the building of a more just and equitable society;
	6 GEALO 3	critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age;
	6 GEALO 4	critically review how struggle, resistance, racial and social justice, solidarity, and liberation are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies;
	6 GEALO 5	describe and actively engage with anti-racist and anti-colonial issues and the practices and movements that have contributed to the building of a more just and equitable society.
	UD AREA 4 GEALO 1	describe how identities are shaped by cultural and societal influences within contexts of equality and inequality. Examples include, but are not limited to, race, ethnicity, gender identity, gender expression, sexual orientation, religion, disability status, age, generation, regional origin, national identity, language, intersectionalities;
	UD AREA 4 GEALO 2	analyze historical, economic, political, or social processes that shape diversity, equality, and structured inequalities in the U.S. and reflect on one's own identities and positions within these structures;

	UD AREA 4 GEALO 3	evaluate social actions which have or have not led to greater equality and social justice in the U.S.;
	UD AREA 4 GEALO 4	engage in constructive interactions about social issues in the U.S. within the framework of equality and inequalities.



<p><b>PLO 7. [Civic and global engagement] Engage with global perspectives and knowledge; develop civic skills, interests, and values; and apply knowledge, skills and values to multicultural, community, and environmental interests.</b></p>		
4 GEALO 1		demonstrate understanding of the ways in which social institutions, culture, and environment shape and are shaped by the behavior of individuals, both past and present;
4 GEALO 2		compare and contrast the dynamics of two or more social groups or social systems in a variety of historical and/or cultural contexts;
4 GEALO 3		place contemporary social developments in cultural, environmental, geographical, and/or historical contexts;
4 GEALO 4		draw on social/behavioral science information from various perspectives to formulate applications appropriate to historical and/or contemporary social issues.
6 GEALO 5		describe and actively engage with anti-racist and anti-colonial issues and the practices and movements that have contributed to the building of a more just and equitable society
UD AREA 2/5 GEALO 4		explain ethical, social, and civic dimensions of scientific inquiry.
UD AREA 3 GEALO 1		analyze historical, social, and/or cultural significance of creative works of human expression (examples include, but are not limited to, written works, images, media, music, dance, technologies, designs), from at least one cultural tradition outside the United States;
UD AREA 3 GEALO 2		examine how creative works of human expression [as defined in #1] outside the United States have influenced the United States' cultures;
UD AREA 3 GEALO 3		explain how a culture outside the U.S. has changed in response to internal and external influences;
UD AREA 3 GEALO 4		appraise how the study of creative works of human expression from outside the United States shapes one's own understanding of cultural experiences and practices.
AI ALO 1		To fulfill the requirements for U.S. History, students should be able to explain and evaluate the principal events, developments, and ideas covering a minimum time span of approximately one hundred years in all the territories now in the United States (including external regions and powers as appropriate).
AI ALO 2		To fulfill the requirements for U.S. Constitution, students should be able to explain how political decisions are made, what the consequences of such decisions are for individuals and society, and how individuals and groups may affect the decision-making process.

AI ALO 3	To fulfill the requirements for California Government, students should be able to explain how political decisions are made at the state and local level taking into account the diverse cultures, communities, and environments of California, including the impact of demographic changes on the history and politics of the state and the nation.
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**Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses. Goal 3 has two learning outcomes (PLOs 8 and 9):**

	<b>PLO 8. [Integration and Application]: Integrate and apply knowledge and methods from more than one discipline or area of study to explore a complex question, address an issue, or produce a creative work.</b>
1A GEALO 4	integrate their ideas and those of others by synthesizing, explaining, analyzing, developing, and criticizing ideas effectively in several genres;
1C GEALO 4	create a clear central message that demonstrates an understanding of socially significant issues;
1C GEALO 5	demonstrate the ethical responsibilities of a public speaker by addressing the economic, legal, and social aspects of topics; and by locating and evaluating sources and integrating research through appropriate citation
2 GEALO 4	apply mathematical or quantitative reasoning concepts to solve real life problems
3A GEALO 3	analyze the role and impact of the creative arts in culture and on the interrelationship of self and community;
3B GEALO 3	analyze and assess ideas of value, meaning, and knowledge, as produced within the humanistic disciplines
4 GEALO 4	draw on social/behavioral science information from various perspectives to formulate applications appropriate to historical and/or contemporary social issues.
5A,B,C GEALO 4	use methods derived from current scientific inquiry to form evidence-based opinions about science-related matters of personal, public, and ethical concern
6 GEALO 2	apply ethnic studies theory and knowledge to describe and actively engage with anti-racist and anti-colonial issues and the practices and movements that have and continue to facilitate the building of a more just and equitable society;
6 GEALO 4	critically review how struggle, resistance, racial and social justice, solidarity, and liberation are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler colonialism, multiculturalism, language policies
UD AREA 2/5 GEALO 1	apply scientific principles and the scientific method to answer questions about living and non-living systems"apply scientific principles and the scientific method to answer questions about earth, the environment, and sustainability while recognizing the limits of both the method and principles;

UD AREA 2/5 GEALO 2	apply mathematical or quantitative reasoning concepts to the analysis and generation of solutions to issues of earth, the environment, and sustainability;
UD AREA 4 GEALO 1	describe how identities are shaped by cultural and societal influences within contexts of equality and inequality. Examples include, but are not limited to, race, ethnicity, gender identity, gender expression, sexual orientation, religion, disability status, age, generation, regional origin, national identity, language, intersectionalities;
UD AREA 4 GEALO 4	engage in constructive interactions about social issues in the U.S. within the framework of equality and inequalities.
UD AREA 3 GEALO 3	explain how a culture outside the U.S. has changed in response to internal and external influences;

<b>PLO 9. [Reflection and Self-Assessment]: Evaluate and reflect on one's own learning while building on prior knowledge and life experience.</b>	
3A GEALO 2	explore and articulate their own subjective aesthetic and intellectual responses to such works;
3B GEALO 2	explore and articulate their own subjective aesthetic and intellectual responses to such texts;
UD AREA 4 GEALO 2	analyze historical, economic, political, or social processes that shape diversity, equality, and structured inequalities in the U.S. and reflect on one's own identities and positions within these structures;
UD AREA 3 GEALO 4	appraise how the study of creative works of human expression from outside the United States shapes one's own understanding of cultural experiences and practices.
AI ALO 2	To fulfill the requirements for U.S. Constitution, students should be able to explain how political decisions are made, what the consequences of such decisions are for individuals and society, and how individuals and groups may affect the decision-making process.
AI ALO 3	To fulfill the requirements for California Government, students should be able to explain how political decisions are made at the state and local level taking into account the diverse cultures, communities, and environments of California, including the impact of demographic changes on the history and politics of the state and the nation.

1 **SAN JOSÉ STATE UNIVERSITY**  
2 **Academic Senate**  
3 **Instruction and Student Affairs Committee**  
4 **September 30, 2024**  
5 **Final Reading**

**AS 1873**

## **POLICY RECOMMENDATION**

### **Amendment A to S17-1, University Policy, Culminating Activities and Final Examinations Policy**

#### **Amends: S17-1**

10 **Whereas,** SJSU's final examination periods are among the longest in the CSU system;  
11 and

12 **Whereas,** Research shows that students, especially teenagers and young adults, are not  
13 the most effective academically in early morning hours. It suggests that taking  
14 early morning examinations is akin to taking examinations with jetlag, which can  
15 be problematic given that such final examinations and culminating activities may  
16 be a significant portion of a student's final course grade; and

17 **Whereas,** In response to this body of evidence, the State of California now requires high  
18 schools to begin no earlier than 08:30 AM; and

19 **Whereas,** Early exam times outside of business hours may make commutes challenging  
20 for students who rely on public transportation to arrive in time to take a final  
21 exam that begins at 07:15 AM, the current start time of final examinations; and

22 **Whereas,** Early morning examination times may also cause stress for students who have  
23 family obligations, such as childcare or eldercare, that are dependent on  
24 business hours; and

25 **Whereas,** Early morning examination periods may be assigned to classes that start as late  
26 as 10:25, which is significantly different than the normal class meeting times;  
27 and

28 **Whereas,** The current policy related to culminating activities and final examinations does  
29 not provide equal consideration for culminating activities other than final  
30 examinations, such as papers, projects, artistic works, presentations, or  
31 performances; and

32 **Whereas,** With the expansion of online coursework and programs, the policy should  
33 provide specific guidance on culminating activities and final examinations for  
34 online, hybrid, and asynchronous courses; and

35 **Whereas,** The current Excused Absence Policy ([S22-2](#)) should be clearly identified and  
36 applied within the context of culminating activities for culminating activities and  
37 final examinations; therefore, be it,

38 **Resolved,** That University Policy S17-1 be revised as follows.

39 **Approved:** September 22, 2024

40 **Vote:** 10-0-1

41 **Present:** Katelyn Gambian, Lisa Giampaolo, Yoon Chung Han, Resa Kely (non-voting),  
42 Amy Leisenring (non-voting), Ravisha Mathur, Kelly Masegian, Marco  
43 Meniketti, Soma Sen, Laura Sullivan-Green, Sidhant Sadawarti, Julian Vogel,  
44 Gregory Wolcott

45 **Absent:** Leonardo Brown, Eric Rollerson, Jon Tucker

46 **Financial Impact:** None

47 **Workload Impact:** Initial workload for Academic Scheduling to modify the current final exam  
48 schedule, as well as update relevant documentation. For the first two years of  
49 implementation there will be additional workload for Academic Scheduling. In  
50 addition, Academic Affairs will need to provide consistent communication  
51 throughout the division to ensure that faculty, students, and staff have access  
52 to the updates within the policy.

53 **Approved:** April 29, 2024

54 **Vote:** 14-0-0

55 **Present:** Samuel Brown, Diya Doshi, Lisa Giampaolo, Estevan Guzman, Melinda  
56 Jackson (non-voting), Ravisha Mathur, Kelly Masegian, Gilles Muller, Sarab  
57 Multani, Iris Price, Eric Rollerson, Soma Sen, Jon Tucker, Julian Vogel,  
58 Gregory Wolcott

59 **Absent:** Amy Leisenring (non-voting), Romey Sabalius, Laura Sullivan-Green

60 **Financial Impact:** None

61 **Workload Impact:** Small initial workload for Academic Scheduling to modify the current final  
62 exam schedule, as well as update relevant documentation.

63 **Original Policy:**

64 **Approved:** November 14, 2016

65 **Vote:** 16-0-0

66 **Present:** Campsey, Kaufman, Khan, Medina, Medrano, Miller, Nash, Ng (non-voting), Perea,  
67 Sen, Simpson, Spica, Sullivan-Green, Trousdale, Walters, Wilson, Whyte

68 **Financial Impact:** None

69 **Workload Impact:** Small workload addition for chairs to educate and consult with faculty  
70 members about appropriate culminating experiences.

# University Policy

## Culminating Activities and Final Examinations

Faculty members are required to have a culminating activity for their courses. This applies to courses offered during Regular Session Fall and Spring<sup>1</sup>, during intersessions (Winter and Summer terms), and in all special session programs. Culminating activities may include a final examination, research paper, project, creative work, performance, portfolio, or other appropriate assignment. Supervision, internship, and individual study courses are not required to have a culminating activity.

Culminating activities for Regular Session Fall and Spring Courses, including final examinations, must be completed no later than the last day of the Culminating Activity Period (“Makeup Day<sup>2</sup>”). Culminating activities for intersession, summer term regular session, and special session courses must be completed no later than the last instructional day<sup>2</sup>.

### Timing and Schedule for All Culminating Activities for Regular Session Fall and Spring Courses

Culminating activities, including final examinations, shall not be held or be due prior to the start of the “Culminating Activity Period<sup>2</sup>” for the given term. They shall not be held or be due during the instructional period or on “Study/Conference Day<sup>2</sup>.”

All courses are assigned a day/time for their culminating activity to be held or be due based on the start time, meeting pattern of the course and its mode of instruction. These “Culminating Activity Time Slots” shall be scheduled during the designated “Culminating Activity Period<sup>2</sup>,” as assigned in the academic calendar<sup>2</sup>, and shall:

- Be scheduled for no more than two hours in duration;
- Start no earlier than 0830; and,
- Be spaced a minimum of fifteen minutes apart.

Courses with multiple components or multiple meeting patterns must specify which component(s) and/or meeting time(s) will have a culminating activity scheduled.

The schedule for the “Culminating Activity Period” for each Regular Session Fall and Spring courses shall be published prior to the beginning of the registration period.

#### Final Examinations or other Timed Culminating Activities

In the case where there is to be a scheduled final examination, whether in person

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<sup>1</sup> For definitions of term sessions, please refer to <https://www.sjsu.edu/academicscheduling/class-scheduling/types/index.php>.

<sup>2</sup> For identification of these days, please refer to the academic calendar that applies to your term session.

102 or online, it must occur during the scheduled “Culminating Activity Time Slot” for  
103 that course. If a final examination is to be a take-home examination, it may not be  
104 due prior to the start of the scheduled “Culminating Activity Time Slot” for that  
105 course.

106 Courses with multiple sections may be assigned a day/time for a group final  
107 examination. This examination schedule will be announced at the beginning of the  
108 semester in the course syllabus.

109 Online or hybrid courses without a designated day or time will be able to select a  
110 “Culminating Activity Time Slot” from a designated list offered by the university.

#### 111 Submission Dates for Culminating Activities other than Final Examinations

112 Submission dates and times for final papers, projects, creative works, portfolios,  
113 or other culminating activities shall fall no earlier than the beginning of the  
114 scheduled “Culminating Activity Time Slot” for the course.

### 115 **Timing and Schedule for All Culminating Activities for** 116 **Intersession, Summer Regular Session, and Special Session** 117 **Courses**

118 For intersession, summer regular session, and special session courses culminating  
119 activities are typically scheduled for the last instructional<sup>2</sup> day. The culminating activity  
120 schedule must be available in the syllabus on the first instructional day<sup>2</sup> of the course.

121 Courses with multiple components or multiple meeting patterns must specify which  
122 component(s) and/or meeting time(s) will have a culminating activity scheduled.

### 123 **Exceptions to Timing and Schedule for Culminating Activities**

124 Courses may have culminating activities where students cannot feasibly be assessed  
125 during the scheduled “Culminating Activity Time Slot.” Instructors or course  
126 coordinators, as appropriate, shall provide a rationale for an exception to the college  
127 dean for approval, with notification to the department chair/director.

128 Students may request an excused absence for a culminating activity per the university  
129 Excused Absence Policy ([S22-2](#)). Students should inform their instructor of the need to  
130 reschedule the culminating activity as quickly as feasible so a suitable alternative can  
131 be identified.

132 A student may request the rescheduling of a culminating activity if their schedule  
133 results in three or more culminating activities held/due within a 24-hour period.  
134 Requests must be made at least three weeks prior to the last class instructional day<sup>2</sup> of  
135 the semester. If one of those culminating activities scheduled for that 24-hour period is



136 an individual activity, such as a final paper or project, the deadline for that activity will  
137 be moved to a mutually agreeable time within the culminating activity period.

138 **Oversight of Culminating Activities**

139 The department chairs will oversee culminating activities in a manner that assures that  
140 the rules for culminating activities are followed. If a dispute arises, the dean (or  
141 designee) will be consulted.

# SJSU

SAN JOSÉ STATE  
UNIVERSITY



## Accreditation Review

## Committee

September 30, 2024



Accreditation @ SJSU

**SJSU** SAN JOSÉ STATE  
UNIVERSITY



Towards WSCUC Special Visit 2025:  
Updates and Planned Series of Actions

September 30, 2024

An [Institutional Accreditation](#) Update  
presented to Members and Guests of the Academic Senate

# Discussion Agenda



- I. Accreditation
- II. ARC
- III. WSCUC Timelines and Calendar
- IV. Recommendations
- V. Discussion, Q&A
- VI. Close

WSCUC &



Institutional  
Accreditation

**WSC** *Senior College and  
University Commission*

# Accreditation: A Typical Cycle

- Periodic (every 6 - 10 years) evaluation, reflection, and goal - setting process
- Institutional Self - Study Report: Self - assessment of our performance on standards (criteria) submitted
- Onsite visit by an external peer review team. Review team provides a report with commendations and recommendations
- Commission letter stating WSCUC's decision on duration of reaffirmation of accreditation, commendations and recommendation
- Interim Special Visit may be required if WSCUC wants to track progress in specific areas

# How does this benefit SJSU?

- Opportunity for university -wide assessment and reflection: How are we doing in our mission to *enrich the lives of our students, to transmit knowledge to our students along with the necessary skills for applying it in the service of our society, and to expand the base of knowledge through research and scholarship ?*
- Provides a structured peer review—external peer assessment
- Benchmarks our work against external standards and best practices
- Identifies and recognizes areas where we excel
- Identifies areas where we need to continue to develop and creates recommendations for future action

# SJSU

SAN JOSÉ STATE  
UNIVERSITY

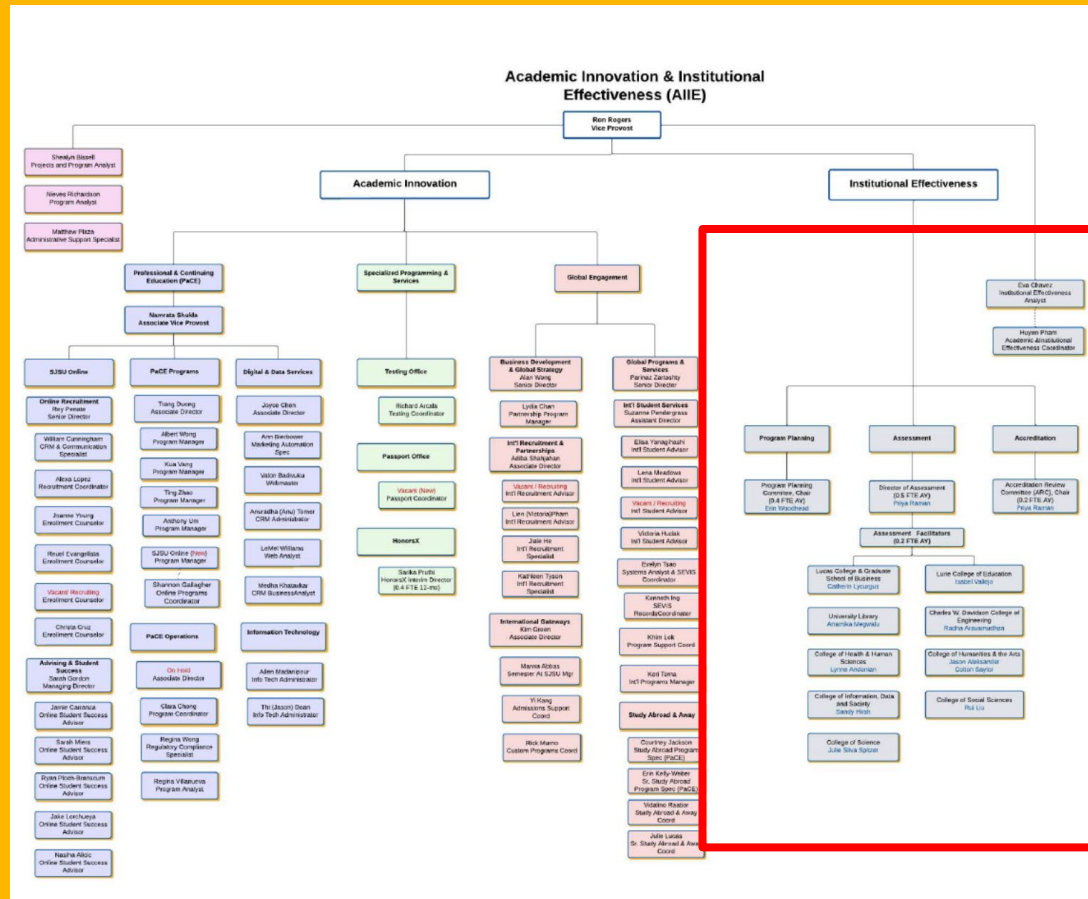


## Accreditation Review Committee



Accreditation @ SJSU





Academic Innovation and Institutional Effectiveness - Meet the Team!



Seat	Name	Zip	Phone	Seat Title	Term
A	<a href="#">Priya Raman</a>	0112	45371	Faculty member serving as Chair of the committee (Mbr. Steering Committee)	2024
B	<a href="#">Karthika Sasikummar</a>	0024	42442	Chair of the Senate (or designee) (Mbr. Steering Committee)	EXO
C	Vacant	----	----	Faculty Director of Assessment	EXO
D	<a href="#">Erin Woodhead</a>	0101	45449	Chair, Program Planning Committee (Mbr. Steering Committee)	EXO
E	<a href="#">Marc d'Alarcao</a>	0279	44962	Provost (or designee) (Mbr. Steering Committee)	EXO
F	<a href="#">Kristin Dukes</a>	0007	----	Member of President's Cabinet	2026

G	Vacant	----	----	Member of President's Cabinet	
H	<a href="#">Isabel Vallejo</a>	0071	46636	Staff member from Academic Affairs	2026
I	<a href="#">Lezlee Matthews</a>	0031	45900	Staff member from Student Affairs	2025
J	<a href="#">Michael Kaufman</a>	0099	44800	Dean	2026
K	<a href="#">Monica Allen</a>	0052	42009	Dept. Chair	2027
L	<a href="#">Ronald Rogers</a>	0053	45652	WSCUC Accreditation Liaison Officer (Mbr. Steering Committee)	EXO
M	<a href="#">Marco Antonio Cruz</a>	0186	41516	Director, Institutional Research or designee (Mbr. Steering	EXO

N	<a href="#">Ganesh Raman</a>	----	----	Member-at-Large —Off Campus Community (appointed by the President)	2024
O	<a href="#">Sehtej Khehra</a>	0128	46241	President of Associated Students or designee	EXO
P	<a href="#">Rachel Berkowitz</a>	0052	42981	Faculty-at-Large	2025
Q	<a href="#">Alice Butzlaff</a>	0057	41314	Faculty-at-Large	2027
R	<a href="#">Reiko Kataoka</a>	0093	46624	Faculty-at-Large	2025
S	<a href="#">Kerri Malloy</a>	0122	45861	Faculty-at-Large	2027
T	<a href="#">Giselle Pignotti</a>	0058	43108	Faculty-at-Large	2026

## Accreditation Review Committee - Roster

# ARC Charge



- Summarize the feedback received from WSCUC and make it **widely available** .
- Engaging **diverse voices** in the reflection and analysis of information collected and reported to the Western Senior College and University Commission (WSCUC).
- Developing a **campus preparation and implementation plan** that responds to the directions given to the campus in the previous WSCUC Commission letters and WSCUC accreditation review reports.

# ARC Charge



- Communicating to all campus constituents' information regarding **accreditation activities and priorities** .
- Generating **institutional reports and materials** needed to meet WSCUC requirements.
- Overseeing campus preparations to meet the requirements of **WSCUC Special Visit**.

# Preparing for Special Visit 2025



For more background information, please review the [Institutional Accreditation](#) site.

# WSCUC @SJSU Timeline

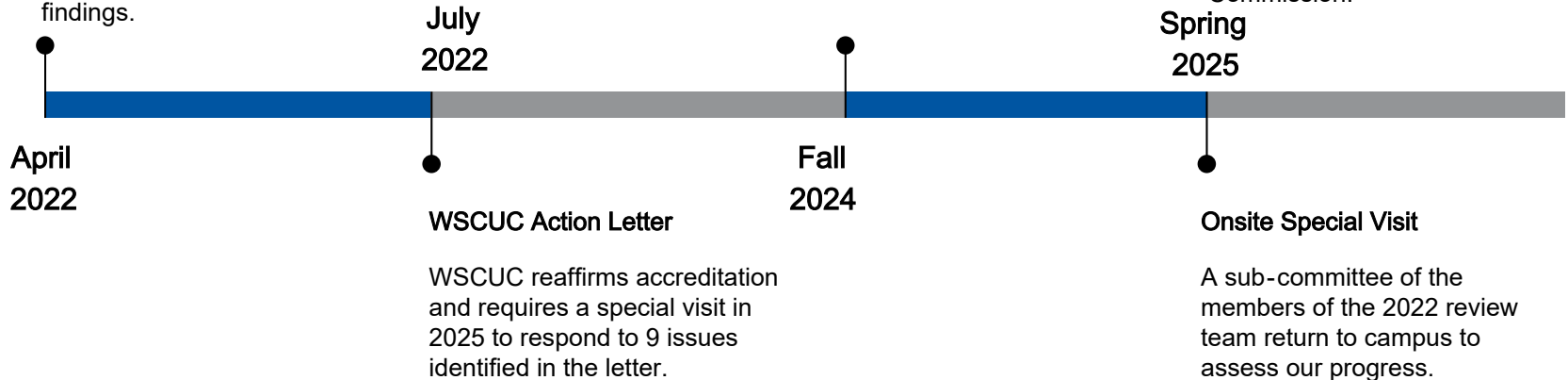


## WSCUC Onsite Visit

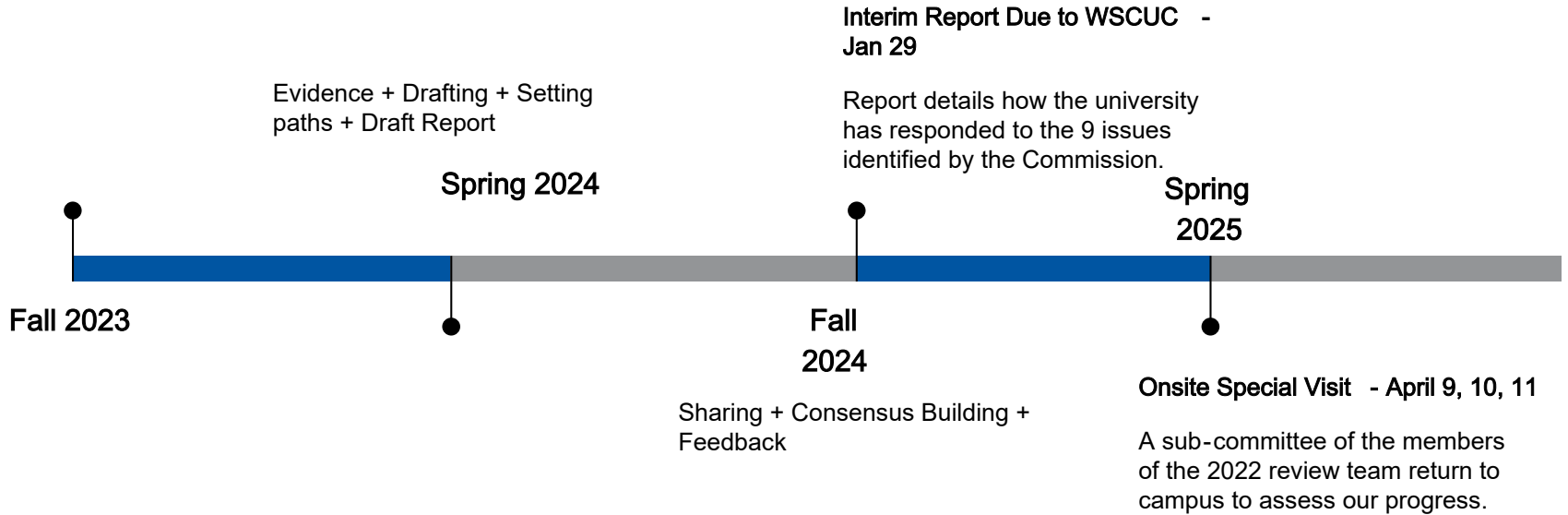
Five member review team meets with various campus representatives and completes a report based on their findings.

## Interim Report Due to WSCUC

Report details how the university has responded to the 9 issues identified by the Commission.



# WSCUC @SJSU Dates



# Recommendations # 1 & # 2



- Engage in a **comprehensive assessment of campus climate** and develop **measurable goals for positive change.**
- Improve **shared governance** to ensure consultation is inclusive of **all stakeholders** including faculty, staff, administration, and students.



# Recommendations # 3 & # 4



- Recruit and retain a **chief executive officer** to provide effective leadership and promote and ensure stability.
- The CSU Board of Trustees must exercise **appropriate engagement** with San Jose State University over institutional integrity, policies, stability of leadership, and accreditation.

# Recommendations # 5 & # 6



- Integrate **DEI and underrepresented student success initiatives** across the campus to promote equitable student outcomes.
- **Narrow equity gaps in achievement** between URM/ non-URM and Pell eligible/ non-Pell eligible students.

# Recommendation # 7



- **Integrate learning outcomes into a more strategic and inclusive planning process** with leadership at all levels, faculty, staff, administration, curriculum committees, and assessment coordinators.

# Recommendation # 8



- Assess the **ability of institutional research** to effect **positive change** across the institution and focus institutional research efforts to **sustainably support student academic success** throughout the institution.

# Recommendation # 9



- San Jose State in partnership with CSU System leadership shall conduct a critical review of the Moss Landing Consortium to include:
  - **developing and implementing long -range strategic plans outlining the support strategy for the Consortium** and clarifying the role and expected outcomes of SJSU's participation
  - **developing and implementing improvements in the meaning, quality, and integrity of degrees and in student support services**



How can you contribute to  
the **Special Visit?**



Q & A



# Thank you for your time!

## Any follow -up questions?

Please contact me at [priya.raman@sjsu.edu](mailto:priya.raman@sjsu.edu) if you have any follow up questions or topics that were not answered, or covered today.





# Additional Material

# Accreditation Resources



- [SJSU Institutional Report 2021-2022 \(September 7, 2021\)](#)
- [WSCUC Accreditation Visit \(AV\) Team Report \(April 5-8, 2022\)](#)
- [SJSU Letter to WSCUC Commission \(June 8, 2022\)](#)
- [WSCUC Accreditation Visit \(AV\) Commission Action Letter \(July 7, 2022\)](#)
- [SJSU President's Blog RE the Decision Letter from the WSCUC Accreditation Reaffirmation of Accreditation \(June 13, 2022\)](#)
- [Assessment Excerpts from the 2021-2022 Reaffirmation of Accreditation Process](#)

# Equity, Evidence, Effectiveness



- Huddle Questions and Checklists - can be modified to include diverse audiences, stakeholders, contexts, and actions.

# New Standards



- For the Spring 2025 Special Visit, WSCUC will be using the [new 2023 Standards](#); a [crosswalk](#) has been provided to us
- Updated [Team Report and Template](#), and the updated [Institutional Report Guide](#)
- 2013 to 2023 Standards [Crosswalk/ Comparison](#)



# Special Visit Report Structure

# Response to issues identified by the commission and the last visiting team



1. A full description of the issue
2. The action(s) taken by the institution
3. A self-reflective analysis of the effectiveness of the action(s), and
4. The next step(s). It is important that this section of the report include not only a description of the responses undertaken by the institution, but equally important, an assessment of the impact of these changes.
  - i. Have they been successful in resolving the issue? What is the evidence supporting progress? What further concerns or issues remain? How will such issues be addressed, by whom, and under what timetable?

# Identification of other changes or issues the institution is facing



1. Any other significant issues or changes that are likely to occur at the institution  
e.g., changes in
  - a. key personnel
  - b. major new programs
  - c. modifications in the governance structure
  - d. or significant financial results that are not described or identified in the preceding section.
2. This information will help the team gain a clearer picture of the current status of the institution and understand the context in which the responses discussed earlier have taken place.



# Review Team Report Structure (part)



# From the Review Team Report Checklist:



1. Was the report well organized and clearly written and presented?
2. Did the report accurately portray the condition of the institution?
3. What was the extent of institutional involvement in the review and report preparation?
4. If issues of teaching and learning were addressed, how were faculty included in the discussion and in the action steps taken?
5. Did the institution address each of the identified issues as a rigorous inquiry with searching questions, appropriate methodology, and effective use of evidence?
6. How effective was the institution's analysis of the evidence?
7. How well did the institution's conclusions align with the evidence?
8. How did the institution evaluate its own action steps and how effective did they prove to be?

## **Interfaith Task Force**

### **Purpose**

San Jose State University is committed to fostering a campus environment that respects the diverse identities and beliefs of all students, faculty, and staff. Recognizing the significance of religious, spiritual, and secular perspectives in shaping individual and communal life, The Interfaith Task Force at San Jose State University (SJSU) is established to explore and address the diverse expressions of religious, spiritual, and secular identities and worldviews within our campus community. The task force aims to enhance inclusivity, support, and understanding of these identities.

The Interfaith Task Force is charged with 1) assessing the current campus climate surrounding religious, spiritual, and secular identity, 2) identifying areas of strength and opportunities for improvement, 3) developing recommendations to enhance support for all members of our community around these identities, and 4) communicating its findings to the broader campus community. The task force will report to the Campus Committee on Diversity, Equity, and Inclusion (CCDEI) and be chaired by the Chief Diversity Officer.

The Task Force is charged with the following responsibilities:

1. **Conduct a comprehensive assessment** of the current campus climate related to religious, spiritual, and secular identity:
  - Identify existing religious, spiritual, and secular organizations and their needs
  - Examine availability and accessibility of resources and services supporting these identities
  - Review existing policies, programs, and resources related to these identities to assess their effectiveness and inclusivity
  - Gather feedback from students, faculty, staff, and community members on their experiences related to religious, spiritual, and secular identity
2. **Identify opportunities** to enhance support for religious, spiritual, and secular identity on campus:
  - Explore opportunities for interfaith, interspiritual, and secular dialogue and collaboration
  - Identify programs and initiatives that foster understanding and respect for diverse perspectives
3. **Develop recommendations** for enhancing support for religious, spiritual, and secular identity on campus:

- Recommend actions to address identified needs and opportunities
  - Recommend policies that ensure respectful treatment and inclusivity for all religious, spiritual, and secular identities, where necessary
  - Recommend strategies for ongoing assessment and evaluation of initiatives related to religious, spiritual, and secular identity
4. **Communicate findings and recommendations** to the University community through reports, presentations, and other appropriate means.
- Provide monthly progress updates
  - Prepare a comprehensive report with actionable recommendations at the conclusion of its term
  - Share final report with the entire SJSU community to ensure transparency and promote campus-wide engagement

### **Proposed Timeline**

The task force will function for a period of one calendar year beginning January 2025, with the following key milestones:

- Month 1-2: Formation of task force and initial planning meetings
- Month 3-5: Conduct surveys, focus groups, and community engagement activities
- Month 6-8: Data analysis and development of preliminary recommendations
- Month 9-10: Drafting and reviewing the final report
- Month 11-12: Presentation of the final report and recommendations CCDEI and broader campus community

### **Proposed Composition**

The Task Force will be composed of a diverse group of individuals representing various constituencies within the University community, including:

- Students and employees from diverse religious, spiritual, and secular backgrounds
- Faculty with expertise in religion, spirituality, secularism, or related fields
- Staff members involved in student affairs and diversity, equity, and inclusion initiatives
- Administrators with relevant responsibilities
- Representatives from local religious, spiritual, and secular communities