

SAN JOSÉ STATE UNIVERSITY ACADEMIC SENATE

2024/2025

Agenda

September 9, 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 March 18, 2024

B. Senate Minutes of May 6, 2024, Final Meeting

C. Senate Minutes of May 6, 2024, First Meeting of 2024-25

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 June 18, 2024

Executive Committee Minutes of August 19, 2024

B. Consent Calendar- Consent Calendar for September 9, 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 (First Reading)

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

VI. Unfinished Business: None

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

A. 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)

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**

VIII. Special Committee Reports:

None

IX. New Business:

None

X. State of the University Announcements:

A. Provost

B. Vice President for Administration and Finance

C. Vice President for Student Affairs

D. Chief Diversity Officer

E. Associated Students President

F. CSU Statewide Representative(s)

XI. Adjournment

2023-2024 Academic Senate Minutes
March 18, 2024

I. Call to Order and Roll Call

The meeting was called to order at 2:00 p.m. and 52 Senators were present.

Ex Officio: Present: Curry, Multani, Sasikumar, Van Selst, Rodan, McKee Absent:	HHS Representatives: Present: Baur, Chang, Sen Absent: None
Administrative Representatives: Present: Del Casino, Faas, Teniente-Matson, Fuentes-Martin, Dukes Absent:	COB Representatives: Present: Chen, Vogel Absent: None
Deans / AVPs: Present: d'Alarcao, Kaufman, Meth, Shillington Absent: None	EDUC Representatives: Present: Mathur, Munoz-Munoz Absent: None
Students: Present: Brown, Doshi, Gambarin, Lacson, Mejia, Swaminathan Absent: Guzman	ENGR Representatives: Present: Sullivan-Green, Wong, Kao Absent: None
Alumni Representative: Absent: Vacant	H&A Representatives: Present: Han, Frazier, Kataoka, Riley Absent: Lee, Sabalius
Emeritus Representative: Present: Jochim Absent: None	SCI Representatives: Present: French, Heindl, Shaffer, Muller Absent: None
Honorary Representative: Present: Buzanski, Peter, Lessow-Hurley Absent: None	SOS Representatives: Present: Hart, Raman, Haverfield, Pinnell, Meniketti Absent: None
General Unit Representatives: Present: Flandez, Johnson, Masegian, Pendyala, Velarde Absent: None	

II. Land Acknowledgement:

Senator Katelyn Gambarin read the land acknowledgment.

III. Approval of Academic Senate Minutes:

A. Approval of Senate Minutes of February 26, 2024

The minutes were approved as amended.

IV. Communications and Questions

A. From the Chair of the Senate:

Chair Sasikumar's update featured the following:

- Congratulations to Dr. Muller on receiving the President's Scholar Award. All faculty awards will be presented on March 28 in the Student Union. Many senators in the room will be celebrated, so please try to make it.
- This morning, the President returned three signed amendments presented by the Senate. Congratulations to Professional Standards and Curriculum and Research.
- The election results for the College of Science and CSU senator are in. Congratulations to Thomas Madura and Simon Rodan.
- The next Academic Senate meeting will be held in Student Union Meeting Room 4 from 2-5.
- The Robert's Rules Training is this Friday via Zoom from 9 a.m. - 12 p.m.

B. From the President: moved to the end of the meeting.

V. Executive Committee Report:

A. Minutes of the Executive Committee:
EC Minutes of March 4, 2024 - no questions.

B. Consent Calendar:

Consent calendar of March 18, 2024

There was no dissent to the consent calendar.

C. Executive Committee Action Items: None

VI. Unfinished Business: None

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

A. Curriculum and Research Committee (C&R):
Senator Wong presented **AS 1867, Amendment B to University Policy S14-6, Policy and Assurance for Humane Care and Use of Animals at San José State University (First Reading).**

Questions:

Q: How much of the language changes were required by code, and how much was changed by committee members?

A: (Wong) I'm unsure; I'll report back. (Shaffer) The revisions were made based on federal regulations.

Q: Are the definitions around line 133 clinical or from the federal body for pain? The membership section from the policy has been removed, so does the President now choose the members, chair, etc.? There is no mention of when someone leaves the school unexpectedly; some language might be added to touch on that.

A: (Shaffer) The Definitions are from the federal guidelines because the university gets federal funding from grants, and this document shows compliance with guidelines to satisfy grant requirements. The federal guidelines mandate a certain number of committee members; however, we have more than required and different representation from different disciplines. Members have alternates if someone is on leave or on a sabbatical.

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

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

Senator Sullivan-Green presented **AS 1868, Amendment B to University Policy F17-4, Priority Registration (First Reading)**

Questions:

Q: What percent of students currently receive priority registration? If we add more, it might make it harder for people with priority registration to get classes instead of easier.

A: (SJSU Registrar) SJSU currently has about 13.1 % of students who get priority registration, and with this change, it will add about 165 students for the fall semester.

Senator Mathur called for the amendment to be moved from first reading to final reading. Senator Multani seconded the motion, which passed 38-2-0.

C: The policy has been vetted many times, and different groups have had the chance to review it. It also aligns with our philosophy of getting people closer to graduation and clarifies the process for applying for priority registration.

The amendment passed 42-0--0

D. Professional Standards Committee (PS): No Report

E. University Library Board (ULB):

Nada Attar and Edger Bering presented **AS 1869, Amendment E to University Policy S15-10, Revisions to SJSU Library Policy (First Reading)**

Questions:

Q: Lines 277-300 are outdated and were changed in 2019. Is that correct?

A: This is a copy of the working policy that we got from the Senate website. We will have to defer to the appropriate chair of the policy research if the part needs to be updated or not on the Senate

Q: How is the department determined?

A: determining the department is aligned with existing practice not dictated by policy.

Q: Would it be possible to specifically add language in the criteria for selection withdrawal for the significance of a book? It seems to be only implied right now. Concerning 7.2.4, how are the books being donated because they are sometimes just recycled instead?

A: The criteria are mainly discussed in the department and librarians' consultation, but we could add a recommendation of significant criteria. The library has an increasing relationship with global nonprofits to ensure books go to places that otherwise would not have such resources.

Q: Line 326 was deleted. Was it added somewhere else?

A: (Meth) It is more of a procedure change. The report can be viewed on the library website, where I post my reports in detail, and it is regularly updated.

C: Section 3 of this policy is incredible micromanaging of the library. I can't imagine trying to apply something like this to faculty in the classroom. Imagine reading this as an academic librarian. It is telling you what to do all day from a policy perspective. Consider if we need a policy about what the ULB does and how it interacts with the library.

A: You are in line with your librarians, and we are happy to take it back to the committee and delete some parts.

C: I was a principal author of a lot of the policy. I am happy to come to the ULB meeting and explain where much of this came from. It was a cut and paste of many other policies before the joint library. 1-3 got written for the joint library to guarantee that our academic mission would remain. Section 7 originated in 1996

in the Senate. A historical example was used to explain why a university-side consultation is needed rather than department by department.

Q: When withdrawing a book, are we ensuring that the material is accessible in some way so we do not lose any knowledge?

A: We rely on our CSU-wide collaborations, so ensure this.

A;(Meth) The SJCL offers a reference service on the third floor, which SJSU students and faculty can use. The SJSU reference service has moved online, so we prioritize helping people all over. We have so many materials in our collections that probably shouldn't be there. We are not a collection of records, and because we have a connection with the other CSUs globally, we can still get materials here if they aren't. Concerning the department-based consultation, those not in the department and using the text should already have a relationship with the library so they can be informed. It's not foolproof, but we need to modernize the system.

VIII. Special Committee Reports:

Report on NAGPRA/CalNAGPRA by Provost Del Casino

NAGPRA: Native American Graves Protection and Repatriation Act is a federal law, and CalNAGPRA is the California version of that. Their sole purpose is reappreciating native american human remains and culture-affiliated materials. The state audited the system, and CSU and SJSU did very well last year. After AB275 had passed, the dean of anthropology came and said that we needed more resources to hire more people to support the law. That is where Alisha Marie Ragland's position came from, and we pulled the whole program from the College of Social Science and moved it to the Office of the Provost. The report gives a sense of the collection, what has been done so far, and the issues going on. A key point in the law is that you have to follow the tribe. The entire process is set up for tribal consultations. So far, we have had 40 consultations with 18 different tribes since 2021. However, there is tension between federal law and state law since federal law governs federally recognized tribes. The decertification of federal tribes affected a lot of CA tribes. The CA was designed to give culturally affiliated CA tribes agency. However, everything in our collection is now at the federal level, and the federal tribes get priority and oversight. The state auditors did not understand some of the nuances and gave aggressive timelines, but SJSU met all deadlines and was affiliated with all the laws, but then the rules changed. Lastly, under AB358, a 1.0, 12-month, full-time NAGPRA coordination is required, and we are in the process of developing that position.

Questions:

Q: Are any safeguards in place to prevent federally recognized tribes from overreaching and taking over tribes that are not federally recognized?

A: The short answer is no. We are already seeing unrecognized tribes have to go to federally recognized tribes.

IX. New Business:

Senator Curry presented **AS 1866, Sense of the Senate Resolution, Support of Campus Culture of Collegial Curriculum Decision in Response to CSU Chancellor's Office and CSU Trustees Impending Plans to Changes to General Education (First Reading)**

Senator Pinnell called for the suspension of rules and moved to the final reading of Senator Frazier's second. Motion passed 33-0-0

C: When I first heard that ASCSU passed the resolution to request for shared governance and faculty-led curriculum design, it seemed to be blown by the Board of Trustees and Chancellor's Office without some meaningful consultation; I was very stunned. I thought that ASCSU represented 23 campuses. I want to emphasize that the Sense of the Senate is not about what type of GE classes we should teach. What we are trying to do in this SoS is ask for shared governance and reaffirm the importance of academic freedom on our campuses. This is very important because it is the foundation for SJSU. Another request in this Sense of the Senate is to ask administrators to help the negatively impacted programs or departments. I hope that all our senators can vote for this Sense of Senate because it shows the Board of Trustee and Chancellor's Office that all across different departments and campuses, we are united in what we care about: academic freedom.

C: I agree with all that was said previously and will take it a step further. I do care about the sustainability of classes at a time when we have a mental health epidemic. The one course that could possibly help students cope with stress and understand human development is being eliminated. At a time when our civilization lacks empathy and understanding, we are reducing the humanities' requirements. Moreover, that is just what they are doing, not how they are doing it. There has been a shift in philosophy coming out of Long Beach that is very troubling. There was a time when we thought the Board of Trustees managed the system regarding its finances and administration, but when it came to professional decisions like professional standards and curriculum, that was something faculty handled with their expertise. But now we have a Board of Trustees that is trying to assume professional standards and curriculum. It's bad for faculty morale that we have come to a time where the board of trustees routinely ignores faculty input, and we should have more resolutions like this.

C: From the the perspective of a student, this whole process and system is very confusing to a lot of us. On the surface level, CAL-GETC sounds good as a student in relation to transferring. We know CAL-GET needs to be worked on collectively with the faculty input, but in terms of area E and how many of these classes could be the last resort for students to understand their mental health, that is not always the case. At every campus, it looks different. That is not always what they are learning. I am in support of CAL-GETC, but not our faculty, who do not have decision-making in the curriculum. We can find a compromise if we believe that mental health courses are important. Can we not make adjustments to our own curriculum still and make sure we get those classes but get the more accessible transfer program with CAL-GETC? We still have some control over the classes we present to our students and what we want them to have.

SJSU already has graduation requirements that are different from those of other CSUs. Would talking about adding mental health courses to support students and their mental health be out of the norm?

C: We are not talking about CAL-GETC since it is already a done deal. AB928 mandates its adoption. This is about the board of trustees deciding to change the CSU curriculum to simplify it. This is a curriculum issue. Once you start changing what courses or kinds of areas students study part of CSU GE, that is a curriculum issue. For the board to meddle in curriculum over faculty objection is egregious. I take no position on what the CSU GE program looks like, but I maintain that it is for the CSU faculty to decide, not some board. It's our degree, and we should have control over aspects of the curriculum. Additionally, as currently written, AB928 will make it more difficult for students to enter CSU because students now need to get a C in every GE course. One study showed that 70% of transfer students would not qualify under CAL-GETC for transfer. Also, we have been asking at the CSU statewide for data to make a data-informed decision for at least 6-7 months. We told the board to get the CAL-GETC decision out of the way, but let's get some data before making a change to GEs, and we have yet to get any data we asked for.

C: The staff agrees with shared governance with the faculty on curriculum. We staff aren't against anything. We do our jobs; we serve the students. Whatever is best for the students is what we'll do because that is what we have always done. We support the faculty but are not separate from you. There is a sense that we are separate from you, but we are not. We do a lot, and we serve the students a lot.

C: A proposal to support the Title 5 changes that would merge GE breath with CAL-GETC was brought to CSFFA. We have had many discussions, and the ASCSU has given presentations about both programs since November. The majority of the board of directors voted against supporting it because of the same situation that has been discussed here.

Q: What is next after the efforts from the CSUs to pass these similar resolutions?

A: There is a collection of resolutions at the statewide level being accumulated.

C: On March 27, it is on the board of trustees for a final reading, and then they will change Title 5 regardless of our position. I think it is very symbolic that all the CSU senates have passed similar resolutions, but it's only symbolic.

C: There is some hope that the board might change its mind or even postpone the decision.

C: At all 23 campuses, students have also come out against the tuition increase.

Sense of Senate passed 37-0-3.

X. State of the University Announcements:

A. CSU Statewide Representative(s)

I sent out a two-page report prior to the meeting, so please take a look at that. As my fellow CSU senators mentioned, there was a discussion that included some of the members of the Board of Trustees and the Chancellor's office, and my takeaway from both those presentations was that senators have a lot to say, and there was silence. Whenever there is silence, I worry because it tells me they are not listening; they do not care. Many times, our senators have addressed the board of trustees and the chancellors regarding AB928, and each time, they say nothing to us about what we are asking for. As Senator Roden mentioned, the data has been asked for, and nothing was given to us. Lastly, we have had resolutions that I am very proud of. One Amended the Constitution of the Academic Senate of the California State University to add three designated Lecturer Faculty Positions, and the other changed the Bylaws in relation to the amendment to the Constitution. During my time on the ASCSU, lecturer's seats have been discussed but always turned down, and we finally got it passed. I want to mention that we had one section regarding DACA employees. Many students still have DACA, but they need help with their employment, particularly when the three years are up. Some students have graduated and are now working for the CSUs. It's interesting to be talking about people who are undocumented in the US in terms of their employment because we have the opportunity to make changes that will help us to push forward with what the federal government has not been able to do either, which is immigration reform at the state level in terms of employments. It's going to be complicated, but we have to try. Finally, please do get on the speakers list for the board of trustees and make your comments heard.

Questions:

C: The separation of self-support and state support money is an active, ongoing item right now. So is the first reading on standardized testing. Those are just a few of the other items currently on the desk.

Q: Are there no lecturers on the statewide Senate today?

A: The resolution was passed not because there are no lecturers but because there are no dedicated seats for lecturers.

Q: Does the designated seats also create a cap on the number of lecturers?

A: The policy is trying to improve the climate and address what might sometimes be invisible.

B. Associated Students President

AS has allocated \$130 to student groups so far, and for the first time in 4 years, we should hit our goal of \$150. Campus life is up, and our students are all over the country competing. One of the goals for the organization this year was to expand our advocacy to non-traditional areas. We have talked to the downtown associate about how they can support our students. Additionally, we have talked with the MLK library to support students with skill development and other areas the library already does, but our students don't know about. We are looking into planning a student fee summit since most students don't know what the fees go towards, and it is important that they know where their money is going. At the CSFFA level, two resolutions were passed. The first is calls for a cease-fire, condemning human rights, and reaffirming freedom of speech. The other resolution that was passed was in support of Narcan training. This is very important for our students' safety because you never know what could happen. Thank you to Senator Gambarin for drafting this resolution. The board has asked for my opinion regarding athletics, and I support staying in the Mountain West and D1. It is something that students do think about when applying to attend SJSU. Also, staying in the Mountain West saves us a lot of money. Regarding recruitment, I think we should focus on local recruitment rather than national recruitment. Lastly, the AS budget is always complete; we have a few weeks left. It is campaign season, which can be very stressful for those running. Please let them present in your classes if they ask. Last year, voter turnout was 8-9%, and we want closer to 15%.

C. President

The President presented a few slides for a March update. The March 11th budget town hall recap is now available on the budget website. Segal Consulting is currently working on an assessment review of University Personnel. As well as NACUBO Consulting is here to support the BAC-appointed workgroups. The strategic plan should be released by UMC by the end of the month. The administration recognizes a gap in the time, place, and manner of policy regarding classroom events turned public events and is working to define who the public is in those situations and the procedure. The City of San Jose had its budget message come out, which included three items supporting SJSU. Furthermore, a message regarding the newly formed Latino Advisory Council will

go out this week to gather community input on issues critical to creating an inclusive, thriving community for the Latino community. A call for committee members to join the 5-year review committee will launch on March 22, which will review the Provost.

Questions

C: students should be reached out to for the Latino advisory committee since they are a large part of that community.

Q: Is there a plan in place to create an Asian American advisory committee?

A: Not currently, taking one thing at a time, but perhaps in the future

Q: How can we work to engage this committee with the program already working on campus, such as in the College of Education?

A: Thank you for the suggestion, and I will consider that

D. Vice President for Administration and Finance

As the President mentioned, the Segal group is here to review UP. Nirvana Soul had a soft opening today with the mayor, city council members, deans, etc. as guests. The official opening is scheduled for next Monday. Finally, we are working with the city to provide more kiosks for students on the Paseo and around the light rail to create safer environments for our students downtown and on campus.

Questions:

Q: what will the CA budget look like if the compact is not included?

A: We do not know what the legislation will do. They could include the compact or completely eliminate it. We will know in June at the earliest.

E. Provost

Questions:

Q: Can you provide some details regarding the NACADA report and training for faculty and staff

A: Working on a training program for all those with advising titles or those with advising attached to their workload.

Q: streamlining courses?

A: We must streamline courses with a 6% budget cut across the board. In conversations with the deans, we are looking at how to achieve this reduction. I

am looking right now if there are any resources we can buffer from the instructional budget.

F. Chief Diversity Officer

The CCDEI is working on an exclusive excellence framework that will serve as the foundation for the strategic plan. It currently has five pillars. We want to have an exclusive excellence framework that can stand the test of time. Ultimately, the goal is for each unit to have its own action plan based on the framework.

Questions:

Q: Do we have any follow-up regarding the event in February?

A: We have had conversations with the advisors of the student groups and the groups themselves about time, place, and manner conversions. Additionally, we have talked with the Jewish faculty association and Muslim faculty association

. Q: Have you talked to students?

A: We talked with students in the class the following Wednesday.

Q: We have discussed at the ASCSU what the CSUs are doing to ensure the safety of Jewish students. What are we doing moving forward when there are disagreements that can endanger students and faculty? We need to create a culture of engagement to have these difficult conversations.

A: We are looking at the Multifaith Interfaith Taskforce and action plan, and I promise there are more things to come.

G. Vice President for Student Affairs- moved to next meeting

XI. Adjournment: The meeting adjourned at 5:00 p.m.

2023-2024 Academic Senate Minutes
May 6, 2024

I. Call to Order and Roll Call

The meeting was called to order at 2:00 p.m., and 47 Senators were present.

Ex Officio: Present: Curry, Multani, Sasikumar, Van Selst, Rodan Absent: McKee	HHS Representatives: Present: Baur, Chang Absent: Sen
Administrative Representatives: Present: Del Casino, Faas, Teniente-Matson, Fuentes-Martin, Dukes Absent:	COB Representatives: Present: Chen, Vogel Absent: None
Deans / AVPs: Present: d'Alarcao, Kaufman, Meth, Shillington Absent: None	EDUC Representatives: Present: Mathur, Munoz-Munoz Absent: None
Students: Present: Brown, Doshi, Gambarin, Guzman, Lacson Absent: Swaminathan	ENGR Representatives: Present: Sullivan-Green, Wong, Kao Absent: None
Alumni Representative: Absent: Vacant	H&A Representatives: Present: Frazier, Han, Kataoka, Lee, Sabalius Absent: Riley
Emeritus Representative: Present: Jochim Absent: None	SCI Representatives: Present: French, Heindl, Shaffer, Muller Absent: None
Honorary Representative: Present: Buzanski, Peter, Lessow-Hurley Absent: None	SOS Representatives: Present: Hart, Raman, Haverfield, Pinnell, Meniketti Absent: None
General Unit Representatives: Present: Flandez, Johnson, Masegian, Pendyala, Velarde Absent: None	

II. Land Acknowledgement:

Senator Estevan Guzman read the land acknowledgment.

III. Approval of Academic Senate Minutes:

A. Approval of Senate Minutes of April 15, 2024

The minutes were approved.

IV. Communications and Questions

A. From the Chair of the Senate:

Chair Sasikumar's update featured the following:

- A slideshow presentation to thank all those who helped the Senate this academic year, and farewell to the senators and student senators who are leaving the senate.
- A brief summary of all the accomplishments of the Senate this academic year, including a listing of all the policies passed by the Senate.
- In December, the Senate passed an amendment to the Constitution. The amendment was then sent to the entire faculty for a referendum, but it did not pass.
- This meeting will end at 4 p.m., and we will have a brief break for those staying for the next meeting. We will then reconvene for the first meeting of the new Senate.

B. From the President:

The President had previously shared her slide deck in the interest of time so she could start with any questions.

C: You noted that fundraising is on track.

A: Yes, we have an annual goal of \$ 30 million this year, and we are almost at \$ 21 million. We are ahead of last year and on track as we move forward with the remainder of the academic year.

Q: Will the honorary doctorate nominees be announced on a campus level?

A: A campus announcement regarding those individuals will be forthcoming.

Q: What are the President's thoughts on the budget situation?

A: I think my answer to that is that it depends. At this moment, it depends on our enrollment growth and our support from the state. The House, Senate, and the governor have continued supporting the compact's honoring. That does provide us some stability in our finances and how we think about our future. Our enrollment continues to rebound most positively across all categories, including transfer students. We continue to work towards building our enrollment back to pre-pandemic levels, providing significant additional revenue. It is a difficult time for every division in the university. And I understand your concern about the push-pull of class sizing class sizes as well as the number of course offerings. We are working towards improvement in that area, but right now, my primary focus is to provide a fiscally sustainable budget, and to do that, we have to reduce costs while we continue to grow revenues because we don't have a reserve to draw from to plug holes.

Q: What is the plan to provide first-year support on campus?

A: The campus is committed to first-year student success. We're looking at all of our academic programs, from pre- to orientation to the support networks and holistic support networks that support first-year students. It continues to be a priority. It's one of the areas that I'm also talking with funders about on a daily basis to enhance more support for some of the co-curricular activities that we know enhance student success.

C:(Provost) AB928 update. We were given some one-time money. They did a baseline for every campus, and based on the number of programs, we have almost the largest number of undergraduate programs in the system. So we ended up with more money. Part of this is a timeline issue because we have to pass a GE change in the Senate that affects next year's catalog. So, the money goes almost exclusively into faculty support because that is where much of this work must be done. So there's some money set aside for a group appointed by the Senate Exec to look at what GE changes have to happen, and they will work over the summer. The timeline will be tight: we have to finish by October to impact the catalog for 24-25.

C:(Provost) I am for a first-year experience. Some colleges already have it, but I'm not sure a campus-wide first experience would ever get through. It's also not a General Education requirement because education is generally dictated by Title V in the system, but it could be a university requirement. So I would just caution us not to muddle the 1st year experience with General Education, although they obviously intersect.

Q: Do you have a process in mind for the college curriculum?

A: If I'm coming from a high unit major, such as Engineering, then I imagine that the current curriculum team may have a particular view about how they would probably use the extra unit. We will engage them in workshops or some other things to think about. Again, I'm wide open.

Executive Committee Report:

A. Minutes of the Executive Committee:

Executive Committee Minutes of April 8, 2024- no questions

Executive Committee Minutes of April 22, 2024- no questions

Executive Committee Minutes of April 29, 2024- no questions

B. Consent Calendar: No Consent Calendar

C. Executive Committee Action Items: Committee on Senate Representation

Senator Kataoka, Senator Munoz-Munoz, and Harish Chander Presented AS 1876 Amendment to the Constitution of the Academic Senate of San José State University, and AS 1877 Amendment to the Bylaws of the Academic Senate of San José State University (First Reading)

The committee drafted these amendments after meeting with stakeholders, conducting a staff survey, and looking at past referrals. After this research, the committee focused on staff representation in the senate.

Questions:

Q: Will the committee change “he or she” to “they” in the Bylaws?

A: Yes, we will do so.

Q: Can you clarify how the number of faculty and non-faculty members changes?

A: Currently, there are 36 faculty members and 18 non-faculty members. Of the 36, when there is a past chair like this year, 31 are elected members. With the proposal, in such a year the number of elected faculty senators would be 35.

Q: What is the current number of senators, and how would that number change?

A: The current number is 54. This number would be 60.

Q: The current proposal delineates the four staff senators into 2 SSP Staff and 2 General Staff senators. Could more than two senators from one group be considered?

A: We wanted to clearly separate the two electorates. We feel that a model that says at least two would be SSP/General Staff members would conflate these electorates. We would like to hear any suggestions for implementing more than two members from each group.

Q: Will the proposal also extend the eligibility to SSP I and II members?

A: Yes.

C: I’m concerned that the proposal would reduce the number of SSP senators. These members are very knowledgeable. I don’t want these people not to have opportunities.

A: There are about 2000 staff members and 170 SSPs, so SSP members are more represented, but we will take your point and bring it back to the committee to discuss it further.

Q: To clarify, the General Unit will still exist, right?

A: The members of the General Unit will be in the faculty electorate. There will be a separate SSP electorate; the new SSP senators could be from SSP I to IV members.

Q: General Staff senators may come from any division, correct?

A: Yes.

Ct: Bylaws note that Staff senators can serve on General Unit seats on committees. It’s unclear to me why members can take committee seats for the electorate they are not members of. Why are they able to cross the electorate?

A: The general idea is to allow staff senators to fulfill their duty as senators and serve on policy committees. If Staff members serve on policy committees, they

should also be able to serve on other non-policy committees. However, the language is unclear so this point will be returned to the committee.

V. Unfinished Business:

Senator Multani Presented *Sense of the Senate, AS 1871, Reaffirming Freedom of Speech and Expression, Promoting Respectful and Civil Dialogue in our Campus Community (Final Reading)*

Senator Multani stated In our last meeting, the concern of mentioning specific dates and times of incidents was brought up. I have found examples of other SoS where specific dates and times are included. Since we have already included these details, I don't find applying the same practice for this Sense of the Senate problematic.

Questions:

C: I find it very inappropriate to pinpoint an incident where we do not know all the facts yet. The investigation is still ongoing

A: It is important to keep this information in. Yes, it is currently being investigated, but all that is stated are the facts we already know. It does not point any fingers. It is important for the context of this Sense of Senate. Students might know what it relates to right now because it recently happened, but those reading it in the future would not have clarification on the incident that happened.

C: I agree this part needs to be included in the Sense of Senate. What is included is what was already in the President's message following the incident, and from students who have come forward. If the administration can send out a message acknowledging the incidents, it should be able to be included in the Sense of Senate.

C: It is now May, and we know much more than in February. It was not just one incident between only one professor and one student but multiple professors and students, and so taking out the phrase doesn't delete the poignancy of the issue, that there was a serious incident in Sweeney Hall. So, I appreciate that the focus is on the one thing that happened, but many things went on that day. This is all a part of the larger conversation about where we go and how we heal as a campus.

There was an amendment to remove the word 'serious', but it did not pass.

C: As a member of the CFA leadership on this campus, I know full well that it's very important to protect the rights of faculty members, especially during the period where their status on campus may be affected and there are questions about their professional behavior. 2,500 students have been arrested in the past month because of protests. There will be questions in the course of human events. What happened on this campus? We can change the wording, but we can't lose that date.

The Sense of Senate passed 31-0-5

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

A. University Library Board (ULB): No Report

B. Professional Standards Committee (PS):

Senator French presented AS 1870, Modification to S94-5/F95-1 Board of Academic Freedom and Professional Responsibility (Final Reading)

Senator French explained that the changes that were made are highlighted in the amendment. The committee made substantial changes in response to feedback from the Senate and in collaboration with University Personnel (UP). A significant change was in response to the Senate feeling strongly that representation from lecturers was important on the board, so we updated the membership to include senior lecturers and associate professors, but the majority are still to be tenured, full professors. In consultation with UP, we clarified and streamlined the language about how complaints would be referred to the board. We emphasized the board's role in providing consultation and seeking informal resolution. In response to concerns from the Provost and UP, we changed the communication of the Findings section to mirror the Research Integrity policy, and to require the board to make a recommendation to the president when an informal resolution is not possible. We also removed references from the board carrying out investigations. Finally, we added language requiring the training of board members.

C: Since the board was created a quarter century ago, the policy has been 25 years in the making. We have revised our ethics policy and professional responsibility policy, but we now need a mechanism for implementing those provisions. I think this is a compromise, and it's a workable compromise that has been worked out between the professional standards committee, and key members of the administration who understand how these things work.

The policy passed 33-0-3

Senator French presented AS 1875, Amendment M to University Policy S15-7, Retention, Tenure and Promotion for Regular Faculty Employees: Procedures (Final Reading)

Senator French explained that this was a final reading, since it was anticipated to be non-controversial. This amendment is designed to make it easier to staff the university RTP committee by allowing faculty who are on leave during the fall semester but on duty during the spring semester to be appointed to that committee.

The amendment passed 38-0-0

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

Senator Sullivan-Green presented AS 1872, Amendment A to S17-1, University Policy, Culminating Activities and Final Examinations Policy (Final Reading)

Senator Sullivan-Green stated that since the last reading, the committee has updated the Whereas statements and the Resolved statements. Also, some language has been

added to distinguish between the culminating activity period, which is the portion of The semester is committed to culminating activities and final examinations, and then the individual two-hour sessions will be referred to as the culminating activity sessions. We also discussed feedback that we received from UCCD.

C: This proposed amendment is consistent with the final examination or culminating experience periods of almost every other university in the system.

The amendment passed 38-0-0

Senator Sullivan-Green presented AS 1873, University Policy, Student Advising and Holistic Student Support Services Policy (Final Reading)

Senator Sullivan-Green: Since our first reading, we have updated our Whereas and Resolved clauses, and included the background to add perspective on where the policy started and ended. We also responded to, and discussed feedback, that we received from UCCD and several senators, after the first reading. No significant changes were made to the policy.

Questions:

C: Was there consultation with the various stakeholders on campus?

A: We have consulted with various students, staff, faculty, and administrators.

C: How exactly is advising defined in the policy?

A: Instead of trying to describe every component of academic advising that would deal with things such as choosing classes, applying for graduation, and former students returning, we used the term academic advising—where the goal is to get the students to complete their academic portion of their educational journey. Components may vary from department to department and program to program. This is a policy of principle as opposed to a policy that has direct activities that have to be done under it.

The policy was passed 32-1-3

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

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

Senator Hiu Yung Wong presented AS 1874, University Policy, Organization of the Academic Planning Process at San Jose State University (First Reading)

This is a first reading to bring to the attention of the body, the change that is proposed. There will be no vote.

The change is from program planning to academic planning to reflect a better holistic review process. The membership has been made more flexible, and we have moved Sections 6 and 7, in which the program planning process was described. The main change is that from now on, you are trusting the Curriculum and Research Committee and the Program Planning Committee to be in charge of the review process details. It will not be brought back to the Senate for a general vote.

Questions:

C: Does the change to the academic planning process mean that you only look at programs within an academic department? What is the guidance for General Education?

A: GE is now treated as a program. So, there's a programmatic assessment of GE in the campus. That's happening through Undergraduate Education right now.

VII. Special Committee Reports: None

VIII. New Business: None

IX. State of the University Announcements: None

- a. Chief Diversity Officer
- b. Vice President for Student Affairs
- c. Provost
- d. Vice President for
Administration and Finance
- e. Associated Students President
- f. CSU Statewide Representative(s)

X. Adjournment: The meeting adjourned at 4:00 p.m.

2024-2025 Academic Senate Minutes
May 6, 2024

I. Call to Order and Roll Call

The meeting was called to order at 4:00 p.m., and 52 Senators were present.

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

II. Land Acknowledgement:

Senator Cristina Velarde read the land acknowledgment.

III. Approval of Academic Senate Minutes:

A. No Minutes to Approve

IV. Communications and Questions

A. From the Chair of the Senate:

Chair Sasikumar's update featured the following:

- The chair recognized the new senators: Alessandro Bellofiore, Behin Elahi, Scott Jensen, Raha Shojaei, Ray Buyco, and Thomas Madura. The new student senators are Anushka Joshi, Sehtej Khehra, and Chima Nwokolo.

B. From the President: No Report

Executive Committee Report:

A. Minutes of the Executive Committee:

There were no minutes for approval

B. Consent Calendar: Consent Calendar for May 6, 2024 - approved

C. Executive Committee Action Items: None

V. Unfinished Business: None

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

A. University Library Board (ULB): No Report

B. Professional Standards Committee (PS): No Report

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

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

E. Curriculum and Research Committee (C&R): No Report

VII. Special Committee Reports: None

VIII. New Business: Election of Senate Officers for 2024-2025.

A. Election of the Associate Vice Chair:

The chair called for any nominations from the floor, but there were none. Senator Ranko Heindl made a brief statement and was elected unanimously.

B. CSU Statewide Representative to the Executive Committee:

The chair called for any nominations from the floor, but there were none. Senator Julia

Curry made a brief statement and was elected unanimously.

C. Election of Chair of Curriculum and Research Committee

The chair called for any nominations from the floor, but there were none. Senator Hiu Yung Wong made a brief statement and was elected unanimously.

D. Election of Chair of Professional Standards Committee

The chair called for any nominations from the floor, but there were none. Senator Shannon Rose Riley could not be in attendance, but a video of her statement was played, and she was elected unanimously.

E. Election of the Chair of the Instruction and Student Affairs Committee

The chair called for any nominations from the floor, but there were none. Senator Laura Sullivan-Green made a brief statement and was elected unanimously.

F. Election of the Chair of the Organization and Government Committee

The chair called for any nominations from the floor, but there were none. Senator Joshua Baur made a brief statement and was elected unanimously.

G. Election for Faculty-at-Large

The chair called for any nominations from the floor, but there were none. Senator Colleen Johnson and Senator Eduardo Muñoz-Muñoz both made brief statements. There was then a ballot election, and Senator Johnson was elected.

IX. State of the University Announcements:

a. Chief Diversity Officer

An inclusive framework and strategic action are being continuously developed, and the new campus climate assessment will launch in the fall of 2025. Additionally, we're planning an Inclusive Excellence summit for the beginning of next semester. We're excited about the opportunity to showcase when initiatives are happening across campus and some person fellowship and talk about where shared values are.

Questions:

Q: Would you be willing to come to the departments to share and help us envision our initiatives within those frameworks?

A: The inclusive excellence framework will serve as our foundation for the diversity strategic plan. Once the plan is built out, each unit in the area is expected to take its own action. At that point, yes, I will be available to help you.

b. Vice President for Student Affairs

I have been in this position for about four months. This budget crisis has given me a chance to dive deeply into some of our departments and organizations, to examine our staff and their responsibilities. It has also given me time to get to know our students. I've had the chance to attend A.S. meetings, join the Student Union board, and work with student leaders. I've also attended many events throughout campus. What I love about this campus is the diversity of our students, the diversity of leadership programs, and how we engage students. I am so pleased with how our staff works together to bring as much meaningful programming and the richness of celebrating our diverse backgrounds on campus as possible.

c. Provost:

One of the things that one of the priorities that the division decided in January when I started there was a series of input sessions was working in partnership with the Office of Diversity, Equity, and Inclusion on programming and support for our students. So, with this budget crisis, we had to look at positions that are generally funded. The Director of MOSAIC position is open. We are exploring the question of how the cultural centers should be aligned. It's definitely my intention to have the position filled by the fall semester, but I will take some time to plan for the future.

We had candidates for the Dean of Undergraduate Education this week and next. Through the Senate Exec, a naming committee was put together to look at the name of what was the College of Professional and Global Education. That new name is going to be the College of Information Data and Society. An announcement will come out shortly, and then the search for a permanent dean for that college will happen in the fall.

As for enrollment, by some accounts, we are down, but by others, we are up. So we'll see how things land. We will communicate with the students. It's not clear that the federal government has this nailed. We're going to go on May 15. If we feel like we haven't gotten everybody we should, we will give them more time.

C: I've heard faculty hiring is very AI-focused, which I guess is a trend.

A: We're looking at hiring plans. To be really honest, every day, I'm working on budget numbers in a new way. And trying to find millions of dollars. It's not just AI in a narrow sense but the intersections of artificial intelligence, machine learning, science, and technology studies. And that last category for people like me who worked in that space for a long time is the big ethical bucket. So, the idea is to bring that broad expertise across disciplines over the next couple of years to think about those very questions.

d. Vice President for Administration and Finance: No report due to lack of time

e. Associated Students President:

My name is Ariana Lacson. I'm a 3rd-year medical engineering major, and this is my 3rd year in a row serving AS. I'm excited to foster a lot more collaboration between faculty administration staff and our student body. Just because students rely on professors, they rely on the administration, and you rely on us to give you your paychecks.

I also know that committee membership is super important. So, if you're looking for students to sit on committees, feel free to reach out to me at my email.

f. CSU Statewide Representative(s): No report due to lack of time

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

Special Optional Meeting of the Senate Executive Committee June 18, 2024

This meeting was held via Zoom

Present: Joshua Baur, Julia Curry, Vincent Del Casino, Kristin Dukes, Charlie Faas, Colleen Johnson, Karthika Sasikumar, Cynthina Teniente-Matson, Hiu Yung Wong

Absent: Ariana Lacson, Tabitha Hart, Ranko Heindl, Mari Fuentes Martin, Shannon Rose Riley, Laura Sullivan-Green

1. **Remembering Senate Administrator Eva Joice:** She passed away unexpectedly in the early hours of June 14, 2024. She was invaluable to the Senate and devoted to it. Her absence is already felt keenly. At the moment, we have no information about services. A memorial or some event to honor her will be held at the beginning of the fall semester. We may have an award of some type, and dedicate a page on the Senate website.
2. **President's report:** No formal report was provided. The Cabinet leadership team is engaged in preparing for the fall semester, the implementation of the strategic plan and the impact of the final budget decisions from Sacramento, which are expected shortly.
3. **Discussion of the encampment outside Clark Hall:** it was dismantled during the week of Commencement celebrations on campus. University staff and leaders engaged in dialogue with students, facilitated by student leaders. There was no single RSO responsible for the erection of the encampment. A collection of individuals engaged in the action. Prior to the encampment, there had been outreach between student affairs staff and RSOs to engage in listening and understanding general concerns about climate. There was no outwardly apparent leadership structure among the students in the camp. The students took down the encampment with the help of FDO. There was no formal agreement concluded prior to this.
4. **Inquiry about administrative actions taken relative to placing faculty on admin leave:** An external investigation is ongoing with an external investigator hired through the Office of General Counsel on the 02/19 matter. There were questions about the criteria applied to the decision of who gets placed on administrative leave.
5. **Latest memo from the Budget Advisory Committee:** the major thrust of the memo is that any budget cuts should be consistent with Transformation 2030 goals. The memo addresses and mitigates concerns about growth in the MPP category, by providing data on headcount and salaries by classification type. The BAC memo will be shared with the Executive Committee.

6. **Reorganization of Undergraduate Education at SJSU** given the announcement of the Dean position. Articulation, graduation and assessment will move back to the Registrar's Office. Student success and GE and curriculum will be the focus of UE. A new Associate Dean will be hired. It is now more parallel to Graduate Education.
7. **Status of the Title IX/AVP position:** the recruitment is ongoing.
8. **Selection of SJSU representative for the Academic Council on International Programs:** Members discussed six applications and Professor Danijela Dudley from the Political Science Department was chosen for the position.
9. **Selection of member for Seat J for the Budget Advisory Committee:** Members discussed two applications and Alerie Flandez, Academic Advisor from the College of Engineering was chosen for the position.
10. **Enrollment pressures on departments and colleges:**
Classes for the fall (if they don't meet caps) will be canceled. It was mentioned that minority and financial aid-dependent students do not enroll until they get their information about aid, so if the courses are canceled at this early stage, they don't even have the opportunity to enroll. The Provost responded that we are trying to protect key investments while in a tight budget environment. We are up in enrollment compared to last year (freshmen and sophomores) but students don't pay fees when they register. We predict multi-digit decreases in sections. We have told deans to protect core courses so students can progress to graduation. We have been able to package financial aid for first year students. But we still need to wait for the state to decide about the Middle Class Scholarships.

The minutes were taken by Karthika Sasikumar on June 18, 2024; and approved by the Senate Executive Committee on June 26, 2024.

Executive Committee of the Academic Senate
Minutes of the Meeting of August 19, 2024

Clark 551, 12 p.m. to 1:30 pm

Present: Joshua Baur, Julia Curry, Vincent Del Casino, Charlie Faas, Tabitha Hart, Ranko Heindl, Colleen Johnson, Ariana Lacson, Shannon Rose Riley, Karthika Sasikumar, Laura Sullivan-Green, Cynthia Teniente-Matson, Hiu Hiu Yung Wong

Absent: Kristin Dukes, Mari Fuentes Martin

Minutes taken by: Grace Barbieri

I. Chair Welcome:

The chair welcomed everyone back for the start of the fall semester. The Senate executive met once over the summer for an optional meeting on Zoom on June 18th. Additionally, voting was held via email about the renaming of the Spartan Athletics Center. Please try to attend the Fall Welcome Back event today at 3, with a social hour following. There will be a memorial held for Senate Administrator Eva Joice on September 4th from 3-5; more details will come in a message on August 21st.

II. Approval of the Minutes of the meeting of June 18th, 2024:
approved unanimously 9-0-6

III. Consent calendar: Pending corrections to a couple of items, it was removed from the agenda.

IV. President's Presentation:

The President will be presenting all her updates to the committee through the lens of the goals and priorities in the strategic plan. There are five goals, each with a goal lead who is a part of the administration. They will work with committees whose members were recommended by the Strategic Planning Steering Committee. The President will help to oversee all goals so she can report back to the Chancellor's office or trustees. The rosters of the goal leads will be updated on the website. One of the themes for priorities is holistic student engagement, for this we will work to communicate and coordinate existing activities across campus, and integrate new activities to maximize participation in student development. Some events to look out for in

September include Constitution Day on September 17, and a Free Speech convention hosted by Georgetown on September 18 and 19. These events work to promote civic engagement to our students. Additional events include PIT-UN, Public Interest Technology University, and an AI conference with the College of Business hosted by Intel. The Dean of Undergraduate Education, Melinda Jackson, the point contact for this, and UMC are working to create a common platform to communicate these different events. Under goal 3, SJSU is implementing a CSU Pilot administrative initiative with Deloitte support for future state design. Kristin Dukes will come to the committee to discuss the inclusive excellence model, also under goal 3. For the business of running the university, tabletop exercises will be implemented at the cabinet level.

In response to the CA legislature, The Office of the Chancellor has created systemwide standards to determine the “time, place, and manner” in which free speech activities may be conducted on university property. Individual universities have provided Addenda to the policy that identifies the specific time, place, and manner of regulations for their respective campus. The university’s existing campus time, place, and manner policy will continue to apply to represented employees until bargaining is complete for the interim time, place, and manner policy and campus addendum. Under the law, notification and acknowledgment of this policy to students is required, and a message will be sent to campus at 1 pm today. Students will also need to complete training through a Canvas shell. Student organizations, groups, activities, and workers have been given training. The university anticipates responding to questions regarding the new policy and working to support them.

V. Questions (sent ahead of the meeting)

To Provost Del Casino: What stage are we in the search for the Dean of the new College of Information, Data and Society (CIDS) as well as the AVP for Center for Faculty Excellence and Teaching Innovation (CFETI)?

The official launch of the search for the Dean of CIDS will start in September; after meeting with the college on September 5th, the call for nominations to sit on the committee will go out. The call for the AVP is already out, and the Provost is hopeful they will both start in January 2025. The Executive Committee will be involved in the nominating process because it relates to academic affairs and its members will make recommendations to the Provost.

To Provost Del Casino: Effect of FAFSA debacle on our admissions and what steps did SJSU take to clarify aid availability for prospective students?

We have not seen it affect returning students or admission. We have 86% retention and are shooting for 87%. We are enrolling more than ever at the freshman level. However, it has produced more work for financial aid and IT and continues to cause problems with verification. Since verification cannot get all students through at a time, we have delayed payment requirements so they can get through the process.

To CFO Faas: What substantive action has been taken to secure non-state funding? When can the campus expect to start receiving these dollars? What will the dollars be used for?

50% of our funding comes from the state, and 50% from tuition. We are very limited in the general fund outside of these. Outside funding is problematic since it is likely to be not consistent, unlike the state and tuition, which can pay for payroll. We continue to look for other sources of revenue, such as the new money that came in for renaming the Spartan Athletic Center. Provost Del Casino added that Professional and Continuing Education (PACE) dollars are increasingly available as another source of income when our regular sources fall short.

To Provost Del Casino: What is the current status/nomenclature of Undergraduate Education?

This question was discussed over the summer.

To Chair Wong: You have been co-chairing a working group over the summer on GE changes. Can you please give a brief update on the timeline?

Over the summer, we worked with 12 faculty members to draft a new GE policy and guidelines in response to AB928. We had 10 meetings and hope to present and pass the policy at the senate meetings in September. This policy should not be very controversial since it mainly aligns with the CSU policy.

VI. Further Discussion

Spartan Village on the Paseo and Student Housing

We are currently at full capacity for housing, with a few beds open for emergency housing. However, if there are no-shows, we work through the waitlist of students still trying to get student houses. Of the just over 5,000 beds, 124 are subsidized funding, which will grow to over 500 next year. SJSU used to be a majority commuter campus. Still, with more and more students living on campus, we are sure to see a difference in the culture of SJSU and downtown and are looking to refresh the master plan to reflect this continuing change. With the gap between the main campus and the new housing on the Paseo SJSU, has worked with the city for the last year to improve lighting and refresh branding. Additionally, they continue to work to add emergency call buttons in that area. If a student experiences any disturbances in the area around Spartan Village on the Paseo, they should always call UPD. This has been expressed to the students and their families. There are also trained RAs and housing staff on site.

VII. Enrollment update by Provost

- Stateside overall headcount is up by nearly 600 incoming students
- We are up 110 freshmen over last year and 51 transfers over the same point in time
- As part of our growth, graduate enrollment is up for CA residents, but down slightly in new and continuing non-resident students (leading to about a 5% growth overall in graduate students)
- Self-support enrollment is up over 550 students from point-in-time last year.

- Re-enrollment efforts are working; we are usually at 94% of all spring students who re-enroll in fall (currently we are at 91%) however, we will still see more enrollment this late.
- Of students who stopped out for a semester, we have historically returned 31% of those students; we are exceeding that number right now at 34%.

The meeting adjourned at 1:30 PM

The minutes were taken by Grace Barbieri on August 18, 2024; reviewed and accepted by Senate Chair Karthika Sasikumar on August 20, 2024, and approved by the Senate Executive Committee on August 26, 2024.

SJSU	ACADEMIC SENATE
09-09-2024	CONSENT CALENDAR
2024-2025	COMMITTEE SEATS

ADD TO VACANT SEATS								
COMMITTEE TYPE	COMMITTEE NAME	SEAT	SEAT TITLE	NAME	ZIP	PHONE	TERM ENDS	CONSENT CAL
POLICY	Executive Committee	H	AVC & Chair of Committee on Committees	Ranko Heindl	0106	45259	ELECTED	08/19
POLICY	Executive Committee	I	Statewide Senator	Julia Curry	0118	45310	ELECTED	08/19
POLICY	Executive Committee	J	President Associate Students	Ariana Lacson	0128	46241	EXO	08/19
POLICY	Executive Committee	K	Past Chair of the Senate (if no past Chair, then FAL)	Colleen Johnson	0035	45678	EXO	08/19
POLICY	Executive Committee	L	Chair of Curriculum & Research Committee	Hiu Yung Wong	0084	43910	ELECTED	08/19
POLICY	Executive Committee	M	Chair of Instruction & Student Affairs Committee	Laura Sullivan-Green	0083	43906	ELECTED	08/19
POLICY	Executive Committee	N	Chair of Organization and Governance Committee	Joshua Baur	0052	45841	ELECTED	08/19
POLICY	Executive Committee	O	Chair of Professional Standards Policy Committee	Shannon Rose Riley	0092	41365	ELECTED	08/19
POLICY	Committee on Committees	I	Senate Administrator (non-voting)	Grace Barbieri	0024	42451	EXO	08/19
POLICY	Committee on Committees	J	Student-Senator	Ariana Lacson			2025	08/19
POLICY	Instruction & Student Affairs	C	Associate Dean Undergrad Studies (Non-Voting)	Resa Kelly	0030	42444	EXO	08/19
POLICY	Instruction & Student Affairs	E	Student-President Associated Students	Ariana Lacson	0128	46241	EXO	08/19
POLICY	Instruction & Student Affairs	H	Student-Senator	Katelyn Gambarin			2025	08/19
POLICY	Instruction & Student Affairs	I	Student-Senator	Tearra Brown			2025	08/19
POLICY	Instruction & Student Affairs	J	Student-Senator	Leonardo Plazola			2025	08/19
POLICY	Curriculum & Research	A	AVP Research	Jessica Trask	0022	42460	EXO	08/19
POLICY	Curriculum & Research	L	Student-Senator	Sehtej Khehra			2025	08/19
POLICY	Organization & Government	K	Emeritus Rep	Chris Jochim	-	-	2025	08/19
POLICY	Organization & Government	J	Student-Senator	Anushka Joshi			2025	08/19
POLICY	Professional Standards	J	Student-Senator	Chima Nwokolo			2025	08/19
OPERATING	Faculty Diversity	C	Senior VP Provost or designee	Magdalena Barrera	0269	42405	EXO	08/19
OPERATING	Faculty Diversity	1	Student-AS Director of Academic Affairs	Sehtej Khehra	0128	46241	EXO	08/19
OPERATING	Faculty Diversity	2	Student-AS Director of Intercultural Affairs	Srishti Sinha	0128	46241	EXO	08/19
OPERATING	General Education Advisory	1	Student-AS Board Member	Sehtej Khehra			2025	08/19
OPERATING	Institutional Review Board IRB	G	Engineering	Bernardo Flores	0180	44153	2025	08/19
OPERATING	Institutional Review Board IRB	N	Immunity-at-Large (1 year appt); print	Stephanie Stivetti	-	-	2025	08/19
OPERATING	Institutional Review Board IRB	N	Immunity-at-Large (1 year appt); back	Lily Huang	-	-	2025	08/19
OPERATING	Intl Programs & Students	C	AVP for Enrollment and Academic Services or designee	Andrew Wright	0011	42078	EXO	08/19
OPERATING	Intl Programs & Students	E	Director Study Abroad and Away	Parinaz Zartoshty	0221	46571	EXO	08/19
OPERATING	Intl Programs & Students	F	Undergraduate Education Office designee	Resa Kelly	0030	42444	EXO	08/19
OPERATING	Intl Programs & Students	H	AVP/CIES/Continuing Education Office	Ron Rogers	0053	45652	EXO	08/19
OPERATING	Intl Programs & Students	I	ACIP Representative	Daniela Dudley	0117	45521	EXO	08/19
OPERATING	Intl Programs & Students	Q	Social Sciences	Olson, Katharine	0117	45521	2026	08/19
OPERATING	Intl Programs & Students	K	Business	Fangjun Xiao	0066	43473	2025	08/19
OPERATING	Program Planning	V	Staff Member (Non-Voting)	Eva Chavez	0053	45931	EXO	08/19
OPERATING	Student Eval & Review Board	B	Director, Center Faculty Development & Support or designee	Marco Antonio Cruz	0186	41516	EXO	08/19
OPERATING	Student Eval & Review Board	A	Vice Provost for Institutional Effectiveness and Strategic Analytics or designee	Marco Antonio Cruz	0186		EXO	08/26
OPERATING	Student Fairness	D	Health & Human Sciences	David Daum	0054	43019	2026	08/19
OPERATING	Undergraduate Studies	A	AVP Undergraduate Studies or designee	Resa Kelly	0030	42444	EXO	08/19
SPECIAL AGENCY	Accreditation Review	Q	Faculty-at-Large	Alice Butzlaff	0057	41314	2027	08/19
SPECIAL AGENCY	Alcohol & Drug Prevention	H	Student-AS Board of Directors Student designee	Leonardo Plazola			2025	08/19
SPECIAL AGENCY	Budget Advisory Committee	F	Department Chair	Tamar Semerjian		43069	2027	08/26
SPECIAL AGENCY	Budget Advisory Committee	J	Faculty-at-Large	Alerie Flandez	0220	43982	2027	08/19
SPECIAL AGENCY	Budget Advisory Committee	K	AS Controller or designee	Sidhant Sadawarti			2025	08/19
SPECIAL AGENCY	Campus Planning Board	G	Health & Human Sciences	Xi Feng	0058	43105	2027	08/19
SPECIAL AGENCY	Campus Planning Board	L	Science	Kate Wilkin	0100	44843	2026	08/19
SPECIAL AGENCY	Campus Planning Board	1	Student-AS Board Member	Riya Dhani			2025	08/19
SPECIAL AGENCY	Campus Planning Board	2	Student-AS Director of Sustainability	Rishika Joshi	0128	46242	EXO	08/19
SPECIAL AGENCY	Strategic Planning Steering	C	Rep from President's Cabinet	Shawn Whalen		41177	EXO	08/26
SPECIAL AGENCY	Strategic Planning Steering	G	Dean	Anne Marie Todd	0107	45303	2027	08/19
SPECIAL AGENCY	Strategic Planning Steering	L	Staff	Marcus Ismael	0002	41526	2027	08/19
SPECIAL AGENCY	Accreditation Review	K	Department Chair	Monica Allen	0052	42009	2027	08/19
SPECIAL AGENCY	Student Success	A	Senior AVP Enrollment Management	Andrew Wright	0011	42078	EXO	08/19
OTHER	Academic Disqualification & Reinstatement Review	A	Associate Dean of Undergraduate Education	Resa Kelly	0030	42444	EXO	08/19
OTHER	Academic Disqualification & Reinstatement Review	D	Associate Dean, Business	David Czerwinski	-	43528	EXO	08/19
OTHER	Academic Disqualification & Reinstatement Review	E	Associate Dean, Education	Ellen Middaugh	0071	43607	EXO	08/19
OTHER	Academic Disqualification & Reinstatement Review	M	Director Counseling Services or designee	Kathy Lee	0035	45910	EXO	08/19
OTHER	Board of Professional Responsibility	E	Humanities & Arts	Stefan Frazier	0093	44443	2028	08/19
OTHER	Board of Professional Responsibility	H	General Unit	Anthony Chow	0029	42496	2028	08/19
OTHER	University Library Board	B	Past Chair of Senate or FAL to the Exec. Committee	Colleen Johnson	0035	45678	EXO	08/19
OTHER	University Library Board	E	Library Faculty (T/TT)	Barroso-Ramirez	0028	82315	2027	08/26
OTHER	University Library Board	J	General Unit	James Hodges	0029	42490	2027	08/19
OTHER	University Library Board	1	Student-AS President or designee	Geoffrey Agustin			2025	08/19
OTHER	University Sustainability	D	Spartan Eats Rep (selected by VPAP)	Mario Martinez	0145	N/A	EXO	08/19
OTHER	University Sustainability	O	Rep from Transportation Solutions designated by AS Exec. Director	Carolina Rose	-	-	EXO	08/19
OTHER	University Sustainability	E	AS Director of Sustainability	Rishika Joshi	0128	46241	EXO	08/26
OTHER	University Writing Committee	Q	Social Sciences	Kristen Cole	0112	45387	2027	08/19
OTHER	Transit/Traffic & Parking	F	Faculty	Mark Barash	0050	45513	2026	08/19
OTHER	University Writing Committee	B	SJSU Writing Programs	Ryan Skinnell	0090	-	EXO	08/19
OTHER	University Writing Committee	F	Vice Provost for UG Education or	Resa Kelly	0030	42444	EXO	08/19

REMOVE FROM SEATS								
COMMITTEE TYPE	COMMITTEE NAME	SEAT	SEAT TITLE	NAME	ZIP	PHONE	TERM ENDS	CONSENT CAL
POLICY	Committee on Committees	I	Senate Administrator (non-voting)	Eva Joice	0024	42440	EXO	08/19
POLICY	Instruction & Student Affairs	C	Associate Dean Undergrad Studies (Non-Voting)	Melinda Jackson	0120	45641	EXO	08/19
POLICY	Instruction & Student Affairs	R	Science	Ranko Heindl	0106	45259	2025	08/19
POLICY	Curriculum & Research	A	AVP Research	Dr. Richard Mocaraski	0022	43167	EXO	08/19
POLICY	Curriculum & Research	E	Business	Scott Jensen	0244	43487	2025	08/19
POLICY	Curriculum & Research	F	Education	Ellen Middaugh	0075	46594	2025	08/26
OPERATING	Faculty Diversity	C	Senior VP Provost or designee	Deanna Fassett	0026	42303	EXO	08/19
OPERATING	Faculty Diversity	J	Science	Mike Wu	0249	48144	2026	08/26
OPERATING	Graduate Studies & Research	B	Senior Director of Research Services	Jessica Trask	0022	42460	EXO	08/19
OPERATING	General Education Advisory	H	Science	Ranko Heindl	0106	45259	2025	08/19
OPERATING	General Education Advisory	I	Social Sciences	Olson, Katharine	0117	45521	2026	08/19
OPERATING	Intl Programs & Students	B	Student Affairs Office (designee)	Adrienne Jensen-Doray	0038	45956	EXO	08/19
OPERATING	Intl Programs & Students	C	AVP for Enrollment and Academic Services or designee	Bernadette Rogers	0197	42555	EXO	08/19
OPERATING	Intl Programs & Students	F	Undergraduate Education Office designee	Matthew Capriotti	0030	42655	EXO	08/19
OPERATING	Intl Programs & Students	H	AVP/CIES/Continuing Education Office	Curt Anderson	0135	42619	EXO	08/19
OPERATING	Intl Programs & Students	Q	Social Sciences	Daniela Dudley	0119	45573	2026	08/19
OPERATING	Intl Programs & Students	I	ACIP Representative	Katharine Olson	0117	45521	EXO	08/19
OPERATING	Program Planning	C	AVP, Office of Research	Richard Mocaraski	0022	42488	EXO	08/19
OPERATING	Program Planning	G	Health & Human Sciences	David Daum	0054	43019	2026	08/19
OPERATING	Program Planning	V	Staff Member (Non-Voting)	Sarah Schraeder	0030	43484	EXO	08/19
OPERATING	Student Eval & Review Board	A	Vice Provost for Institutional Effectiveness and Strategic Analytics or designee	Marco Antonio Cruz	0186	41516	EXO	08/19
OPERATING	Student Eval & Review Board	B	Director, Center Faculty Development & Support or designee	Deanna Fassett	0026	42303	EXO	08/19
OPERATING	Undergraduate Studies	A	AVP Undergraduate Studies or designee	Melinda Jackson	0030	45293	EXO	08/19
SPECIAL AGENCY	Accreditation Review	G	Member of President's Cabinet	Mohamed Abousalem	0022	43318	2026	08/19
SPECIAL AGENCY	Campus Planning Board	J	Engineering	Ozgur Kales	0082	44000	2025	08/19
SPECIAL AGENCY	Campus Planning Board	L	Science	Jennifer Johnston	3613	44904	2026	08/19
SPECIAL AGENCY	Student Success	A	Senior AVP Enrollment Management	Coleetta McElroy	0011	46086	EXO	08/19
OTHER	Academic Disqualification & Reinstatement Review	A	Associate Dean of Undergraduate Education	Melinda Jackson	0030	45293	EXO	08/19
OTHER	Academic Disqualification & Reinstatement Review	B	AVP Student Affairs	Sonja Daniels	0031	45900	EXO	08/19
OTHER	Academic Disqualification & Reinstatement Review	D	Associate Dean, Business	Meg Virick	0065	43411	EXO	08/19
OTHER	Academic Disqualification & Reinstatement Review	E	Associate Dean, Education	Marcos Pizarro	0071	43600	EXO	08/19
OTHER	Transit/Traffic & Parking	B	Public Affairs Officer (Non-Voting)	Patricia Harris	0237	41748	EXO	08/19
OTHER	Transit/Traffic & Parking	C	Staff Member of Trans Deman Program (Non-Voting)	Tiffany Rodriguez	0129	46246	EXO	08/19
OTHER	Transit/Traffic & Parking	E	Manager Transportation Solutions (or designee from TDM)	Tiffany Rodriguez	0129	46246	2025	08/19
OTHER	University Library Board	B	Past Chair of Senate or FAL to the Exec. Committee	Alison McKee	0098	44535	EXO	08/19
OTHER	University Sustainability	O	Rep from Transportation Solutions designated by AS Exec. Director	Carlos Escobar	0129	47433	EXO	08/19
OTHER	University Sustainability	E	AS Director of Sustainability	Jocelyn Jones-Trammell	0128	46244	EXO	08/19
OTHER	University Sustainability	E	AS Director of Sustainability	Umama Oishi	0128	46241	EXO	08/26
OTHER	University Writing Committee	B	SJSU Writing Programs Administrator (WPA)	Richard McNabb	0090	41382	EXO	08/19
OTHER	University Writing Committee	F	Vice Provost for UG Education or designee	Matthew Capriotti	0030	42655	EXO	08/19

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)¹ 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 eleven stakeholder meetings
24 between January 2024 and April 2024, and conducted a staff survey in February 2024,
25 which yielded data of about 250 respondents. A consistent theme throughout these
26 meetings and the survey was the importance of staff serving on the Senate and other
27 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 identify a specific segment of the staff as “faculty” when they
35 are in fact classified as staff employees according to University Personnel. Second,

36 ¹ The organization is under the umbrella of the Western Association of Schools and Colleges (WASC).

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

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

46 More specifically, this recommendation seeks to:

- 47 1. Redefine “faculty” as exclusively Unit 3 employees;
- 48 2. Preserve SSP staff participation in the Senate;
- 49 3. Allow other general staff participation in the Senate; and
- 50 4. Make changes to non-faculty seats.

51 **Resolved:** That the following amendment to the Constitution of the Senate be adopted.

52 Approved: August 27, 2024

53 Vote: 9-0-0

54 Present Ariana Lacson, Annette Nellen, Behin Elahi, Denise Dawkins,
55 Harish Chander, Janet Sundrud, Kenneth Peter, Michael Kaufman,
56 Nha-Nghi Nguyen, Reiko Kataoka

57 Absent: Acacia Clark, Eduardo Munoz-Munoz, Janet Sundrud

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

63 Workload Impact: Increased workload for University Personnel

64 **CONSTITUTION OF THE ACADEMIC SENATE**
65 **SAN JOSE STATE UNIVERSITY**

66 **PREAMBLE [UNCHANGED]**

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

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

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

77 **ARTICLE II -- MEMBERSHIP**

78 **Section 1.** The Academic Senate shall consist of representatives from the University
79 administration, faculty, staff, and students. In the interests of communication and
80 cooperation, the Emeritus Faculty Association and the Alumni Association shall also
81 each have a representative. Student, administration, staff, emeritus faculty, and alumni
82 representatives have the same rights to speak and vote as other members, but may not
83 serve concurrently as elected representatives of the faculty, and are not qualified for
84 election as officers of the Senate. At least two-thirds of the total membership of the
85 Senate shall be members holding office under ~~sections 3, 4 and 5 of this Article~~ sections
86 3, 5 and 6 of this Article.

87 **Section 2.** Administration representatives shall consist of the President (non-voting
88 member), the Provost, the Vice President for Administration and Finance, the Vice
89 President for Student Affairs, and the Chief Diversity Officer, ex officio; and ~~four~~ (4)two
90 (2) academic deans, at least ~~two~~ one of whom shall be deans of colleges, elected by the
91 academic deans for staggered two-year terms.

92 **Section 3.** a) For the purposes of this Constitution, the faculty consists of all
93 members of Collective Bargaining Unit 3 ~~holders of such other professional and~~
94 ~~administrative staff positions as may be declared by bylaw to be directly related to the~~
95 ~~instructional program of the University~~. Faculty representatives shall consist of no less
96 than ~~twenty-seven (27)~~ forty (40) faculty members apportioned among the
97 representative units as much as possible in proportion to faculty population.
98 Apportionment shall be provided for in the bylaws, but each representative unit shall
99 have at least one representative.

100 b) Tenured faculty and probationary regular faculty who have completed at
101 least one year's service and temporary faculty who have completed at least one
102 Academic year of service at the University are eligible as Senate faculty
103 representatives. Election of probationary or temporary faculty to the Senate does not
104 assure or imply retention or tenure or rehiring. Probationary and temporary faculty
105 elected to the Senate shall have the same term of office as other faculty
106 representatives, but shall cease to be members of the Senate if not retained or rehired.

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

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

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

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

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

128 d) All staff may vote for their respective representatives. Each part-time
129 staff member shall have a weighted vote equal to the fraction of time for which the staff
130 member is appointed. Representatives shall be members of and be nominated and
131 elected by staff members for staggered three-year terms.

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

137 **Section 4. 5.** Representatives to the Academic Senate, California State University, shall
138 be members ex officio of the Academic Senate of San José State University. They shall
139 be elected according to procedures established by the Academic Senate, California
140 State University, and the Academic Senate of this University.

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

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

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

150 **Section 8. 9.** The representative of the Emeritus Faculty Association shall be an officer
151 of the Association designated by the Association.

152

ARTICLE III – ORGANIZATION [UNCHANGED]

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

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

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

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

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

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

169 **Section 7.** The Academic Senate shall appoint committees of its own as specified in

170 the bylaws. Any member of the University community may serve on such committees.

171

ARTICLE IV -- POWERS AND RESPONSIBILITIES

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

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

182

ARTICLE V – REFERENDUM [UNCHANGED]

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

191

ARTICLE VI – AMENDMENTS [UNCHANGED]

192 **Section 1.** Amendments to this Constitution may be proposed for faculty
193 consideration by a majority of the total membership of the Academic Senate or by a
194 petition signed by twenty per cent (20%) of the faculty electorate. Ratification shall
195 require approval by a majority of the votes cast by the faculty electorates, and by the
196 President of the University.

197

ARTICLE VII – ADOPTION [UNCHANGED]

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

6 **Policy Recommendation**

7 **Amendment to Bylaws 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-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)¹ 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 eleven stakeholder meetings
24 between January 2024 and April 2024, and conducted a staff survey in February 2024,
25 which yielded data of about 250 respondents. A consistent theme throughout these
26 meetings and the survey was the importance of staff serving on the Senate and other
27 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, classifying this constituency as “faculty” can be confusing for many; when an
35 eligibility statement uses the term “faculty,” it may be interpreted that SSP III and IV

36 ¹ The organization is under the umbrella of the Western Association of Schools and Colleges (WASC).

37 members are not eligible, while this is not the case. Second, while voices of the SSP III
38 and IV members have been important, it is not sufficient because “staff” of the university
39 encompasses a much larger group of SJSU employees. It is the committee’s finding
40 that staff members merit broader, more inclusive representation at the Senate.

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

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

53 More specifically, This recommendation seeks to:

- 54 1. Redefine “faculty” as exclusively Unit 3 employees;
- 55 2. Preserve SSP Staff participation in the Senate;
- 56 3. Allow General Staff participation in the Senate;
- 57 4. Make changes to non-faculty seats; and
- 58 5. Provide language that allows time for service work for staff senators and ensure
59 independent opinions are voiced by staff in the Senate.

60 **Resolved:** That the following amendment to the Bylaws of the Senate be adopted and
61 enacted upon the adoption of the amendment of the Constitution as proposed in AS
62 1876.

63 Approved: August 27, 2024

64 Vote: 9-0-0

65 Present Ariana Lacson, Annette Nellen, Behin Elahi, Denise Dawkins,
66 Harish Chander, Janet Sundrud, Kenneth Peter, Michael Kaufman,
67 Nha-Nghi Nguyen, Reiko Kataoka

68 Absent: Acacia Clark, Eduardo Munoz-Munoz, Janet Sundrud

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

74 Workload Impact: Increased workload for University Personnel

75 **BYLAWS OF THE ACADEMIC SENATE**
76 **SAN JOSE STATE UNIVERSITY**

77 1. Elections and Faculty and Staff Representatives

78 1.1 Faculty representatives shall be elected to the Academic Senate of this
79 University from the following representative units: College of Health and Human
80 Sciences, College of Business, College of Education, College of Engineering,
81 College of Humanities and the Arts, College of Science, College of Social
82 Sciences, and the General Unit.

83 1.1.1 Members of the General Unit

84 a) Unit 3 faculty outside the above colleges (e.g., College of Professional and
85 Global Education faculty, librarians, counselors, Division of Intercollegiate
86 Athletics coaches [~~not-MPP~~]).

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

88 1.1.2 A college, not presently represented in 1.1 would become a representative unit
89 when that college has at least 50 Full-Time Equivalent Faculty (FTEF) FTEF and
90 at least three departments.

91 1.1.3 Members of the faculty electorate holding administrative, or Management
92 Personnel Plan (MPP), positions are not eligible to serve as faculty
93 representatives while holding such positions.

94 1.2 Pursuant to ~~Article II, Section 3 of the Constitution~~, the following positions and
95 classifications are declared to be directly related to the instructional program. All
96 employees serving in the following positions are qualified to vote for faculty
97 representatives (using proportional voting based on assignment) and are eligible
98 to serve as faculty representatives to the Senate with the exception of
99 administrators (covered by the Management Personnel Plan), employees in
100 clerical and technician classifications, and volunteers.

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

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

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

108 Management Personnel Plan (MPP).

109 1.2.1 Two of the staff representatives shall be elected from the members of the staff
110 electorate who hold positions as Student Service Professional (SSP Staff
111 electorate) as SSP Staff representatives.

112 1.2.2 Two other staff representatives shall be elected from all of the other members of
113 the staff electorate (General Staff electorate) as General Staff representatives.

114 ~~1.2.4~~ 3 Subject to approval of the Executive Committee, the Election Committee is
115 authorized to decide questions of interpretation of this bylaw and may
116 recommend amendments to it to the Organization and Government Committee.

117 ~~1.3.4~~ The number of faculty senators must be twice the number of senators who are
118 not faculty members [currently 2018: Deans (24), AS President and students (7),
119 the President and VPs (5), SSP Staff Representatives (2), General Staff
120 Representatives (2), an Emeritus Representative (1), and an Alumni
121 Representative (1)].

122 ~~1.3.4.1~~ The number of faculty representatives to be apportioned among the colleges
123 and the General Unit is the total number of faculty senators minus the number of
124 ex officio faculty senators (Academic Senate of the CSU (ASCSU)ASCSU
125 senators, SJSU Senate Chair and Past Chair). The resulting difference is the
126 number to be used in part ~~1.43.2~~ to apportion faculty representatives among the
127 several colleges and the General Unit.

128 ~~1.3.4.2~~ Before each spring election, using the FTE/F of the preceding fall semester
129 provided by University Personnel, the Senate Administrator shall determine, and
130 the Associate Vice Chair verify, the number of representatives allotted to each
131 representative unit (as defined in Bylaw 1.1). The number of representatives for
132 each unit shall be determined by first dividing the combined total FTE teaching
133 faculty of the college representative units plus the FTE faculty ~~and staff~~ in the
134 General Unit by the number determined in part ~~1.3.4.1~~ above and then dividing
135 this value into the FTE faculty of each of the college units and the FTE faculty
136 ~~and staff~~ in the General Unit.

137 ~~1.3.4.2.1~~ If the allotment of any representative unit is determined to be less than
138 one, it shall be increased to one.

139 ~~1.3.4.2.2~~ If the total number of faculty representatives on the Senate overall
140 exceeds the number as determined in section ~~1.43~~ above, the number as
141 determined in section ~~1.43~~ above shall be decreased until the total
142 number of faculty representatives allotted is equal to the number
143 determined in ~~1.43~~ (i.e., maintains the 2/3 proportion of membership being

- 144 faculty representatives.
- 145 ~~1.3.4.2.3~~ If the total number of faculty representatives on the Senate overall is less
146 than the number as determined in section ~~1.43~~ above, one additional
147 representative shall be allotted in turn to each of the units in order of
148 greatest fractional representation until the total number of faculty
149 representatives equals the number as determined in section ~~1.43~~ above
150 (i.e., twice the number of senators not in sections ~~3, 4, and 5~~ 4, 5, 6 of
151 Article II of the Constitution)
- 152 ~~1.45~~ If it is determined by the above procedure that the number of representatives
153 allotted to any college/unit will be changed from the previous year, the Senate
154 Administrator in collaboration with the Associate Vice Chair, shall ~~se~~ report to the
155 Academic Senate prior to the announcement of elections.
- 156 ~~1.4.5.1~~ If a representative unit is allotted an additional seat and there is no vacancy in
157 the representation of a unit losing a seat, the unit gaining a seat shall
158 nevertheless elect an additional representative for a full term at the next general
159 election. The next vacancy occurring, by expiration of term, resignation or
160 otherwise, in the unit losing a seat shall not be filled.
- 161 ~~1.56~~ Representatives to the Academic Senate shall be nominated by a petition signed
162 by at least ten (10) members of the faculty/staff electorate of the appropriate
163 election unit: (a) college, (b) General Unit, (c) SSP Staff unit, or (4) General Staff
164 unit). The candidate shall indicate, by signature on the petition, their willingness
165 to serve if selected.
- 166 ~~1.5.6.1~~ If there is no candidate for an Academic Senate seat by the end of the filing
167 period, that seat shall be declared vacant and shall be filled according to the
168 procedures outlined in ~~1.76.2.4~~.
- 169 ~~1.67~~ When there is a vacancy of a faculty/staff representative (excluding CSU
170 Senators) the replacement for the remainder of the term shall be chosen as
171 follows:
- 172 ~~1.6.7.1~~ If a senator will be unable to perform their duties as senator for one semester or
173 less, a temporary replacement will be selected in accordance with the following
174 procedures:
- 175 ~~1.6.7.1.1~~ The dean of the college from which the senator serves shall call for
176 nominations for a temporary replacement to be chosen by chairs and
177 directors of that college from those nominated.
- 178 ~~1.6.7.1.2~~ For the General Unit, the Senate Administrator shall call for nominations

179 for a temporary replacement to be chosen by the Executive Committee
180 from those nominated.

181 1.7.1.3 For a staff senator, the University Personnel (UP) shall call for nominations
182 for a temporary replacement to be chosen by the Executive Committee
183 from those nominated.

184 ~~1.6.7.2~~ When there is a permanent vacancy of a senator, the replacement for the
185 remainder of the term shall be chosen as follows: the appropriate college dean
186 (or Senate Administrator in the case of the General Unit or UP in the case of
187 staff) shall hold a special election as soon as possible after the determination of
188 the vacancy.

189 ~~1.6.7.2.1~~ Vacancies are created by

- 190 a) resignation or recall from the Senate,
- 191 b) termination of employment,
- 192 c) removal from the Senate as a result of being absent from three Senate
193 meetings in an academic year,
- 194 d) removal from a policy committee as a result of being absent from three
195 regularly scheduled policy committee meetings,
- 196 e) removal from a policy committee due to failure to perform assigned
197 policy committee duties as determined by the Executive Committee of
198 the Senate in consultation with the policy committee chair,
- 199 f) leave, with or without pay, which covers more than one semester,
- 200 g) appointment to a full-time administrative (Management Personnel
201 Plan) position,
- 202 h) election to the role of Academic Senate Chair, or
- 203 i) no candidate files for a vacant seat.

204 ~~1.6.7.2.2~~ When a Senate seat is vacated, the associated seat on that senator's
205 assigned policy committee would become vacant.

206 ~~1.6.7.2.3~~ Faculty and staff representatives who accept one semester leaves with or
207 without pay may resign from the Senate or request the selection of a
208 replacement for one semester following the procedures listed in 1.7.6.1
209 above.

210 ~~1.6.7.2.4~~ If no candidate files for that vacancy, it shall be filled for one year by a
211 person in that constituency selected by the Executive Committee after
212 consultation with the Senators from that constituency. A permanent
213 replacement shall be elected to fill out the remainder of the term as part of
214 the next general election. For SSP and General Staff Senate seats, such

215 vacant seats shall become a Staff-at-Large seat, which may be filled for
216 one year by a person from either a SSP Staff or a General Staff
217 constituency.

218 1.6.7.2.5 If only one candidate files a nominating petition for a vacancy, the dean
219 (~~or~~ Senate Administrator for the General Unit election, or UP for the staff
220 units election) shall not conduct an election but shall ~~se~~ report to the
221 Executive Committee, and the Executive Committee shall declare the
222 single candidate elected.

223 1.6.7.2.6 If a vacancy occurs during the months of January or February, the seat
224 shall be filled following the procedures listed in 1.6.7.1 above for
225 temporary vacancies and the senator shall hold the seat for the remainder
226 of the academic year. A permanent replacement shall be elected to fill out
227 the remainder of the term as part of the next general election.

228 1.7.8 Faculty and Staff Voting Rights for Elections to the Senate

229 1.7.8.1 Tenured and tenure track faculty have full permanent voting rights for college
230 representatives in the department of their primary assignment.

231 1.7.8.2 Lecturer faculty have proportional voting rights for college representatives in the
232 department of their primary assignment. Lecturer faculty assigned to more than
233 one representative unit may vote in each unit on a proportional basis determined
234 by the percentage of their appointment in each unit.

235 1.7.8.3 Members of the general unit have voting rights proportional to their
236 appointment(s).

237 1.8.4 Staff members have voting rights proportional to their appointment(s).

238 1.89 No write-in votes are permitted.

239 1.910 Procedures for faculty elections shall be determined by the Senate Election
240 Committee, with the approval of the Executive Committee of the Academic
241 Senate.

242 1.4011 The phrase "academic deans" as used in Article II, Section 2 of the constitution
243 means deans, and associate deans (MPP) in the academic affairs division.
244 Elections of representative academic deans shall be conducted and reported by
245 the Provost, and vacancies shall be filled by special elections for the balance of
246 unexpired terms.

247 1.12 Whenever the word "staff electorate" is used in the constitution, bylaws, or
248 standing rules of the Academic Senate, it refers to those SJSU employees who

249 are not members of Collective Bargaining Unit 3, nor students, and do not hold
250 positions as Management Personnel Plan (MPP). Elections of representative
251 staff shall be conducted and reported by University Personnel, and vacancies
252 shall be filled by special elections for the balance of unexpired terms.

253 1.12.1 When further delineation is needed, the term "SSP Staff electorate" is
254 used to refer to the staff electorate who hold SSP positions, and the term
255 "General Staff electorate" is used to refer to all other members of the staff
256 electorate.

257 1.13 Whenever the phrase "faculty electorate" is used in the constitution, bylaws, or
258 standing rules of the Academic Senate, it refers to those faculty members eligible
259 to vote for representatives to the Senate (including members of the General
260 Unit), with proportional votes for lecturer faculty, as specified in Article II, Section
261 43, Part c, of the Senate's constitution.

262 1.14 Whenever the word "staff" is used in connection with eligibility for or service on
263 any committee and no other definition is stated, it means both a member of the
264 SSP Staff and the General Staff electorates.

265 1.14.1 When further delineation is needed, the phrase "SSP Staff" is used to refer to
266 the staff members who hold SSP positions, and the phrase "General Staff" is
267 used to refer to all other staff members.

268 1.4215 Whenever the word "faculty" is used in connection with eligibility for or service
269 on any committee and no other definition is stated, it means a member of the
270 faculty electorate.

271 1.4316 Whenever the phrase "teaching faculty" is used in connection with committee
272 eligibility or service and no other definition is stated, it means university
273 personnel holding the title of professor, associate professor, assistant professor,
274 or lecturer whose primary assignment is instruction and not more than 50 percent
275 of whose workload is administrative or other non-instructional duties (other than
276 as department chair or equivalent). Reimbursed or re- assigned time for
277 research, curriculum development, committee service, etc., is instructional.

278 1.17 Staff Protections: staff senators independently represent staff, and do not
279 represent their supervisors or administrators. Supervisors and administrators
280 must at all times make clear that the staff senators have protected voices that will
281 be respected. Opinions expressed by staff senators during senate activities shall
282 not be included in staff evaluations. Staff senators shall be given time to attend
283 scheduled senate and policy committee meetings as well as time for meeting
284 preparation and work on committee assignments.

285 2. Senate Officers

286 2.1 The following are officers of the Academic Senate:

287 2.1.1 The Chair of the Senate (who must be a faculty member), who shall be its
288 presiding officer, as provided in the constitution, and shall also be Chair of the
289 Executive Committee, and general faculty meetings.

290 2.1.2 The Vice Chair (who must be a faculty member), who shall discharge the duties
291 of the Chair during any temporary disability of the Chair, shall serve as a CSU
292 Senator during the temporary disability of one of the SJSU representatives to the
293 ASCSU, and shall succeed to the office of Chair when the Chair's term or terms
294 expire or if the Chair resigns or that office becomes vacant for any other reason.

295 2.1.3 The Associate Vice Chair (who must be a faculty member), who shall be Chair of
296 the Committee on Committees and the Election Committee, shall act as Vice
297 Chair during the temporary disability of the Vice Chair, and shall act as Chair if
298 both the Chair and the Vice Chair become temporarily unable to perform their
299 duties.

300 2.1.4 The Past Chair is the person who served as chair for the preceding year,
301 provided that the Past Chair is not the same person as the current chair and
302 does not hold any other Senate office.

303 2.1.5 The Faculty-at-Large Representative. There shall be no Faculty-at-Large
304 Representative when there is a Past Chair.

305 2.1.6 ASCSU Representative to the Executive Committee

306 2.1.7 The Chairechairs of the Senate Policy Committees.

307 2.2 Election Procedures for Senate Officers

308 2.2.1 Senate officers, other than the Chair, Past Chair and Faculty-at-Large
309 Representative, shall be elected from the faculty and staff members of the
310 Senate annually for one-year terms. Nominees for Chair of Professional
311 Standards must be tenured full professors.

312 2.2.2 Extension of Senate Chair's term

313 2.2.2.1 If the Chair so requests, the agenda for the first regular meeting of the
314 Senate in spring semester shall include, as a special order of business
315 preceding policy committee reports, a proposal to extend that chair's term.
316 When the special-order item is reached, the Associate Vice Chair of the
317 Senate shall preside while the Senate debates and votes on the proposal.

318 The vote shall be by secret ballot and approval of the extension shall
319 require a two-thirds affirmative vote.

320 2.2.2.2 If the Senate approves the extension, the incumbent Chair is re-elected for
321 the following year. The term of office of the Vice Chair is extended for one
322 year. (If the term of the Vice Chair as an elected faculty representative
323 expires at the end of the spring semester the Vice Chair shall take the
324 place otherwise held by the Past Chair as an ex officio member.) The term
325 of the Past Chair is not extended, and a Faculty-at-Large Representative
326 shall be elected at the end of spring semester to fill the Past Chair's
327 position on the Executive Committee for the following year.

328 2.2.2.3 If the Senate does not approve the extension of the Chair's term, the Vice
329 Chair shall automatically succeed to the office of Chair at the adjournment
330 of the last meeting of the current Senate in spring semester.

331 2.2.2.4 No chair shall serve for more than two full terms in succession.

332 2.2.3 If the previous year's Chair is not the same person as the current Chair, the
333 previous year's Chair will be a Senate officer called the Past Chair. However, if
334 the Past Chair is elected to any other/Senate office, there will be no Past Chair
335 that year and a Faculty-at-Large Representative shall be elected instead.

336 2.2.4 As soon as possible after the election of new Senate members in the spring, the
337 Chair of the Senate shall appoint a nominating committee to prepare a slate of
338 officers for the forthcoming academic year. This committee should nominate at
339 least two candidates for each open Senate office. The committee shall also
340 ascertain the willingness of the nominees to serve if elected. The committee shall
341 produce a brief written document regarding the qualifications and goals of each
342 candidate which shall be distributed to the Senate prior to the day of election.

343 2.2.5 The slate of nominees proposed by the nominating committee shall be
344 communicated to the Senate prior to the last regular meeting of the academic
345 year. On that day, two consecutive meetings of the Senate shall be held. The first
346 meeting shall be the final meeting of the Senate of the current academic year.
347 Immediately following the adjournment of that meeting, the first meeting of the
348 Senate for the next academic year shall be held. The nominating committee shall
349 make its report in the second meeting, further nominations from the floor shall be
350 accepted, and an election shall be held to fill all open Senate offices. Only the
351 continuing and newly elected members of the Senate, who will be members in
352 the next academic year, shall vote in the election.

353 2.2.6 Should a vacancy occur in the office of Senate Chair, the Vice Chair shall
354 automatically succeed to the position for the balance of the vacant term. The

355 Vice Chair shall then serve for the full term of the following year, and the full term
356 shall be counted as that person's first year in office for purposes of

357 2.2.2.2 Should a vacancy occur in any other Senate office, the Executive
358 Committee shall nominate at least two candidates to fill the vacancy and
359 present its nominees to the Senate. Additional nominations may be made
360 from the floor. When nominations have been closed, the Senate shall elect
361 a replacement to serve for the balance of the vacant position's term.

362 3. Senate Administrator

363 3.1 The Senate Administrative Analyst (an employee position in the Senate Office)
364 shall serve as the Senate Administrator.

365 3.2 The Senate Administrator may participate in Senate proceedings on the same
366 basis as a member of the Senate but shall not vote.

367 3.3 The Senate Administrator may speak at Senate and Executive Committee
368 meetings on matters relevant to Senate operations and on other matters when
369 requested by the Senate Chair.

370 3.4 The Senate Administrator may be present at executive sessions of the Senate
371 and is subject to the same confidentiality requirements as are applicable to
372 Senate members.

373 3.5 The Senate Administrator shall provide administrative support to the Senate
374 Chair and the Associate Vice Chair, shall attend and take minutes of the Senate
375 and Executive Committee meetings, shall have charge of the records and
376 archives of the Senate and its website, shall prepare committee appointment
377 letters and maintain and update committee membership lists, and shall assist in
378 the preparation of election materials and the administration of Senate elections.

379 3.6 The Senate Administrator shall be an ex officio member on the Committee on
380 Committees and the Election Committee.

381 4. Senate Committees

382 4.1 General information

383 4.1.1 The Academic Senate shall establish and appoint committees as may be
384 needed.

385 4.1.2 Except as otherwise provided in these bylaws, university policy, or Senate
386 Management Resolutions, all committees prepare, and submit to the Senate
387 Chair, an annual report summarizing activities at the end of the academic year.

388 These reports will be made available on the Senate's website.

389 4.1.3 Except as otherwise provided in these bylaws, university policy, or Senate
390 Management Resolutions, appointments to policy committees of the Academic
391 Senate shall be recommended by the elected members of the Executive
392 Committee and approved by the Senate; appointments to operating committees
393 shall be recommended by the Committee on Committees and approved by the
394 Senate. When an appointment is recommended more than one week before the
395 next regular meeting of the Senate, the recommending body may make its
396 recommendation effective at once as a temporary appointment. These temporary
397 appointments shall last until the next meeting of the Senate and must receive
398 Senate approval to become permanent. When appointments have been
399 approved by the Senate, the Senate Administrator shall notify those appointed.

400 4.1.4 Committees concerned primarily with faculty affairs shall contain a majority of
401 teaching faculty with full-time appointments. Committees concerned with student
402 affairs shall contain a significant proportion, but not a majority, of students.

403 4.1.5 For purposes of service on Senate committees, all university faculty, full or
404 part-time, active or retired, and all students, staff and alumni shall be considered
405 members of the university community.

406 4.1.5.1 For purposes of service on Senate committees, all SSP Staff members
407 are eligible to serve on General Unit and Faculty-at-Large seats.

408 4.1.6 Vacancies

409 4.1.6.1 Each year the Senate Executive Committee will approve a calendar
410 (referred to below as "appointment calendar") for appointing faculty and
411 staff to operating committees, policy committees, special agencies, and
412 other committees of the Senate. The calendar will be structured such that
413 colleges and units are given ample notification of vacancies before the
414 start of the fall semester and also allow for faculty-at-large appointments
415 to be confirmed at the first Senate meeting of the semester.

416 4.1.6.2 Notwithstanding the provisions of bylaw 4.5.2, college seats on policy
417 committees, operating committees, special agencies and other
418 committees for which no faculty from that college willing to serve have
419 been found by the date specified on the appointment calendar shall
420 become faculty-at-large seats for the balance of the academic year.

421 4.1.6.3 By the date specified on the appointment calendar, the Associate Vice
422 Chair of the Senate shall inform each college representative and college
423 dean which of that college's committee seats are still vacant and invite

424 them to recommend faculty for those seats within one week's time. The
425 college representative(s) on the Senate and deans shall be reminded that
426 the seats will become faculty-at-large seats for the year if no college
427 faculty to fill them can be found. The dean's recommendations shall be
428 forwarded to the college's Committee on Committees representative who
429 shall present one name to the Associate Vice Chair of the Senate to be
430 reported to the Senate or to the Executive Committee, as appropriate
431 under bylaw 4.1.3.

432 4.1.6.4 By the date specified on the appointment calendar, all vacant college
433 seats on operating committees, special agencies and other committees for
434 which no faculty from the college have been recommended under
435 paragraph 4.1.6.3 above (or otherwise identified) shall become
436 faculty-at-large seats for the balance of the academic year and all
437 members of the Committee on Committees shall be requested to supply
438 names of faculty from any representative unit to fill these vacancies.

439 4.1.6.5 By the date specified on the appointment calendar, all vacant college
440 seats on policy committees shall become faculty-at-large seats for the
441 balance of the year. First priority in filling these vacancies shall be given to
442 elected faculty representatives on the Senate not assigned to other policy
443 committees. If all elected faculty representatives (other than Senate
444 officers) have been appointed to policy committees and there are policy
445 committee seats still remaining vacant, they shall be filled as provided in
446 4.1.6.3 for policy committees.

447 4.1.6.6 The Associate Vice Chair of the Senate shall coordinate this selection
448 process so as to maintain as far as possible a representative balance
449 across committees and shall report one name for each vacancy to the
450 Senate or the Executive Committee as appropriate under bylaw 4.1.3.

451 4.1.7 Elected faculty and staff representatives (other than Senate officers) not
452 appointed to seats designated for representative units and also not appointed to
453 faculty-at-large seats as provided above shall be appointed as additional
454 members-at-large of policy committees. If there is only one such member, that
455 person shall be appointed to the Organization and Government Committee. If
456 there is a second, that person shall be appointed to the Instruction and Student
457 Affairs Committee. A third shall be appointed to the Professional Standards
458 Committee and a fourth to the Curriculum and Research Committee. The
459 provision shall be implemented in a manner consistent with Academic Senate
460 bylaw 4.5.2.1.

461 4.1.8 If a member (non-ex officio) of an Academic Senate committee (policy, operating,

462 special agency, or other Senate committee) cannot complete the term for any
463 reason, the chair of the committee may request, through the Associate Vice Chair
464 of the Senate, that a replacement be appointed. The Associate Vice Chair, using
465 the normal procedures of the Committee on Committees, then solicits
466 nominations for a replacement and brings a recommendation to the Executive
467 Committee and subsequently to the Senate via the consent calendar.

468 4.1.9 If a non-ex officio member of an Academic Senate committee (policy, operating,
469 special agency, or other Senate committee) is absent from three regularly
470 scheduled committee meetings in an academic year or repeatedly does not
471 perform assigned committee duties, the chair of the committee may request,
472 through the Associate Vice Chair of the Senate, that the person be removed from
473 the committee. The Associate Vice Chair, following discussion with and approval
474 from the Executive Committee for removal of the committee member will then
475 solicit nominations for a replacement (or notify the relevant college if an election
476 is needed) and bring a recommendation to the Executive Committee and
477 subsequently to the Senate via the consent calendar.

478 4.1.10 Removal of a senator from their assigned policy committee will result in removal
479 from the Senate.

480 4.1.11 Unless otherwise stipulated in university policy or Senate Management
481 Resolutions, recommendation of students for membership on policy committees,
482 operating committees, special agencies, and other Senate committees shall be
483 made according to the recommendation procedures of the Associated Students,
484 Inc. and should be transmitted to the Associate Vice Chair by the second
485 meeting of the new Academic Senate for final approval by the Senate. The
486 Associated Students, Inc. should give student appointments to the Student
487 Fairness Committee a high priority.

488 4.1.11.1 Should the Associated Students, Inc. Board of Directors not transmit
489 recommendations of students for membership on Senate operating
490 committees, policy committees, special agencies or other Senate
491 committees by the fourth week of instruction, the following shall supersede
492 the rules of the Associated Students, Inc. for nomination of students to
493 policy committees, operating committees, special agencies or other
494 Senate committees: student seats shall become university
495 student-at-large seats for the balance of the academic year. These seats
496 may be filled by any student in good standing at the university who
497 self-nominates, or who is nominated by a member of the Academic
498 Senate, and who is recommended by the elected members of the
499 Executive Committee and approved by the Senate (subject to bylaw
500 4.1.3). All student nominees shall submit a statement of interest to the

501 Senate's Associate Vice Chair.

502 4.1.11.2 Should a vacancy occur, the President of Associated Students, Inc. shall
503 select a replacement to fill out the remainder of the term. This selection
504 must be approved by a two-thirds majority of the total membership of the
505 Board of Directors of the Associated Students, Inc. The name of the
506 nominee should be transmitted to the Associate Vice Chair within 30 days
507 of the time that the vacancy occurred for final approval by the Senate.
508 When the appointment has been approved by the Senate, the Senate
509 Administrator shall notify the appointee. If a nomination is not received
510 within 30 days, the seat will be declared a student-at-large seat for the
511 balance of the academic year and will be filled as per 4.1.11.1.

512 4.1.11.3 In the event a student holding an Associated Students ex officio position
513 has a conflict and cannot make committee meetings, then the AS
514 President may designate a replacement as needed.

515 4.2 Executive Committee

516 4.2.1 Charge: Acts as an Ad Hoc Advisory Committee to the President on request; acts
517 for the Academic Senate at such times when the members may not be available;
518 formulates policy proposals; refers matters of business to the appropriate
519 agencies; develops and approves the agenda for Senate meetings; handles
520 external relations with elected officials and their staff, as appropriate; prepares
521 nominations/appointments as needed to policy committees, operating
522 committees, special agencies, and other Senate committees for Senate (or
523 administrator) approval.

524 4.2.2 Membership:

- 525 a) Senate Chair (elected)
- 526 b) Vice Chair (elected)
- 527 c) Past Chair, or Faculty at Large in years when there is no Past Chair (elected)
- 528 d) President (EXO)
- 529 e) Provost (EXO)
- 530 f) VP, Administration & Finance (EXO)
- 531 g) VP, Student Affairs (EXO)
- 532 h) Chief Diversity Officer (EXO)
- 533 i) Statewide Senator (elected)
- 534 j) AS President (EXO)
- 535 k) Chair, Committee on Committees/Assoc. Vice Chair (elected)
- 536 l) Chair, Curriculum & Research (elected)
- 537 m) Chair, Instruction & Student Affairs (elected)

- 538 n) Chair, Organization & Government (elected)
- 539 o) Chair, Professional Standards (elected)

540 4.2.3 Any action taken by the Executive Committee requires the presence of a quorum
541 of the elected members. When acting for the Academic Senate, the Executive
542 Committee shall distinguish whether it is expressing the position adopted by the
543 Senate as a whole or of the Executive Committee alone. In handling relations
544 with elected officials or their staff, these shall be on matters of relevance to the
545 well-being of the university, and this duty shall be carried out in coordination with
546 university employees involved in government relations; the Executive Committee
547 is encouraged to recruit an appropriate number of university employees and
548 students to assist in its external relations efforts. In acting as an ad hoc
549 Presidential advisory committee, only the elected members of the Executive
550 Committee shall sit in this capacity. Normally, the President should seek the
551 advice of the full Senate on issues of policy, rather than that of the Executive
552 Committee or its elected members

553 4.3 Committee on Committees

554 4.3.1 Charge: Prepares nominations for policy committees, operating committees,
555 special agencies, and other Senate committees as needed. In cooperation with
556 the Organization and Government Committee, makes recommendations for the
557 improvement of the Senate's committee operations and structure. Maintains a
558 record of faculty, staff, students, and administrators currently serving on
559 University- level committees. At the request of the President, or other
560 administrator making the appointments, recruits nominees and suggests names
561 of faculty, staff, and students for service on committees as needed. Acts as
562 Election Committee.

563 4.3.2 Membership: The Senate's Associate Vice Chair serves as Chair for the
564 Committee on Committees. Additionally, one faculty member from each of the
565 Senate's representative units who shall not be members of the Senate. If a seat
566 is not filled and becomes an 'at large' seat, Senators from the college where
567 there is a vacancy, who are already serving on a policy committee, would be
568 eligible to serve on the Committee on Committees.

- 569 a) The Associate Vice Chair of the Senate [EXO], who shall be chair
- 570 b) 1 faculty, College of Business
- 571 c) 1 faculty, College of Education
- 572 d) 1 faculty, College of Engineering
- 573 e) 1 member, General Unit
- 574 f) 1 faculty, College of Health and Human Sciences
- 575 g) 1 faculty, College of Humanities and the Arts

- 576 h) 1 faculty, College of Science
- 577 i) 1 faculty, College of Social Science
- 578 j) 1 Student Senator
- 579 k) Senate Administrator (non-voting)

580 4.3.3 Appointments to the Committee on Committees shall be recommended by the
581 elected members of the Executive Committee and approved by the Senate.
582 Members (other than the Chair and the Student Senator) shall serve for
583 staggered two-year terms.

584 4.4. Election Committee

585 4.4.1 There shall be an Election Committee. Its members shall be the members of the
586 Committee on Committees. Its chair shall be the Associate Vice Chair of the
587 Senate.

588 4.4.2 The Election Committee shall arrange for the election of faculty representatives
589 to this Senate and of the university's representatives to the CSU Academic
590 Senate, referenda under Articles V and VI of the Academic Senate Constitution,
591 and all other campus-wide elections required by university policies.

592 4.4.3 Elections shall be conducted by colleges and departments under instructions of
593 the Election Committee.

594 4.4.4 The Election Committee shall be responsible for the establishment of voting
595 procedures and their supervision.

596 4.4.5 The Election Committee shall assure that the results of the elections will be
597 available for presentation to the Academic Senate no later than one week prior to
598 the last spring Senate meeting.

599 4.4.6 In carrying out a referendum under Article V of the Constitution, the Senate
600 Administrator in consultation with the Election Committee shall prepare an
601 electronic ballot which indicates the specific action of the Academic Senate which
602 is being referred to the faculty electorate. The question to be voted on will be
603 stated as follows: "Shall the action of the Academic Senate specified above be
604 sustained?" The ballot in a referendum may be accompanied by pro and con
605 arguments of not more than 300 words each. If such arguments are to be
606 included, the Chair of the Senate will designate one or more persons to write the
607 pro argument; the person(s) offering the motion or submitting the petition for a
608 referendum will designate one or more persons to write the con argument. In the
609 event that persons requesting the referendum are in support of the Senate action
610 which is the subject of the referendum, then the Chair of the Senate will
611 designate one or more persons opposed to the Senate action to write the con

612 argument. Failure to submit an argument on one side shall not prevent
613 distribution of an argument submitted by the other side

614 4.5. Policy Committees

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

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

620 4.5.1 The establishment or elimination of any policy committee shall require a two-
621 thirds (2/3) majority of the Senate.

622 4.5.2 Policy committees shall normally be composed so that at least one half of the
623 members of a policy committee are also members of the Senate. Generally, no
624 person shall serve on more than one policy committee. Exceptions may be made
625 for the President of the Associated Students, officers of the Senate, and
626 university administrators.

627 4.5.2.1 Normally, each policy committee includes representation from each of the
628 units from which faculty representatives are elected. In no instance shall
629 more than two faculty members from any of the units from which faculty
630 representatives are elected be assigned to one policy committee.

631 4.5.2.2 The senators representing the Emeritus and Retired Faculty Association
632 and the Alumni Association are eligible for appointment to policy
633 committees with the exception of the Professional Standards Committee.
634 If they wish to serve, they shall, at the beginning of the academic year,
635 request to the Associate Vice Chair to be appointed to a policy committee.
636 Although they may request a specific committee assignment, they may be
637 appointed to another committee where representation is needed. When
638 appointed, these senators shall have the status of ex officio members.

639 4.5.3 All policy committee appointments shall be for one year, commencing with the
640 first meeting of the new Senate for the year, which usually takes place in the last
641 month of the Spring semester.

642 4.5.3.1 Seniority shall not be the primary factor in selecting members of policy
643 committees.

644 4.5.3.2 To achieve the principle in 4.5.2, senators shall have priority in
645 appointments to policy committees.

646 4.5.3.3 Tenured faculty should be given priority for appointment to the
647 Professional Standards Committee.

648 4.5.4 Members of Senate policy committees, including ex officio members, can vote
649 and be counted for quorum (defined in Senate Standing Rule 13) only if present
650 in person or via remote attendance.

651 4.5.5 Chairs of policy committees shall be elected annually by the Senate from its
652 faculty representatives.

653 4.5.5.1 Nominees for the Chair of Professional Standards must be tenured full
654 professors.

655 4.5.6 Policy committees shall report to the Executive Committee of the Academic
656 Senate.

657 4.5.7 All policy committee recommendations for the Senate's consideration shall show
658 the names of the committee members present and absent; the vote totals, and
659 shall state:

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

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

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

667 4.6 Operating Committees

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

671 Faculty Diversity Committee (reporting to PS)

672 General Education Advisory Committee (reporting to CR)

673 Graduate Studies & Research Committee (reporting to CR)

674 Institutional Review Board (reporting to CR)

675 International Programs & Students Committee (reporting to ISA)

676 Program Planning Committee (reporting to CR)

677 Student Evaluation Review Board (reporting to PS)

678 Student Fairness Committee (reporting to ISA)

- 679 Undergraduate Studies Committee (reporting to CR)
- 680 4.6.1 The establishment or elimination of any operating committee shall require a
681 simple majority of the Senate.
- 682 4.6.2 All operating committees shall report to their designated policy committees.
- 683 4.6.3 Except as otherwise provided in these bylaws, University Policy, or Senate
684 Management Resolution, chairs of operating committees shall be elected by the
685 members of the operating committee. Any member of the committee, except an
686 ex officio member, is eligible to serve as chair.
- 687 4.6.4 Near the end of each spring semester, each operating committee shall elect from
688 among its continuing membership, a chair for the following academic year. The
689 outgoing committee chair shall recommend, through the appropriate policy
690 committee, to the Organization and Government Committee any changes in
691 committee responsibility or organization.
- 692 4.6.5 Appointments of faculty to operating committees shall be for staggered three-
693 year terms unless otherwise specified. After service for a full three-year term,
694 members should be reappointed only in special circumstances. Appropriate
695 administrative officers or their officers or designees shall be included on
696 operating committees as ex officio members.
- 697 4.6.5.1 Faculty serving on a policy committee are ineligible to serve on any
698 operating committee reporting to that same policy committee.
- 699 4.6.5.2 The Committee on Committees chair will assure that, when appointments
700 are made, they take into consideration part 4.6.5.1.
- 701 4.6.5.3 To the extent possible, administrative designees to operating committees
702 and their parent policy committee should not result in concurrent
703 membership.
- 704 4.6.6 Student membership on operating committees is normally for a one-year term.
- 705 4.7 Special Agencies, Other Senate Committees, and Special Committees of the
706 Senate
- 707 4.7.1 The Senate shall establish and appoint special agencies, other Senate
708 committees or special committees of the Senate as may be needed. The
709 establishment or elimination of any special agency, other Senate committee, or
710 special committee of the Senate shall require a simple majority of the Senate.
- 711 4.7.2 Unless otherwise specified in a Senate Management Resolution or University

712 Policy, reporting requirements for special agencies, other Senate committees,
713 and special committees of the Senate follow bylaw 4.1.2.

714 4.7.3 Unless otherwise specified in a Senate Management Resolution or University
715 Policy, a) members of special agencies, other Senate committees, and special
716 committees of the Senate shall be nominated by the elected members of the
717 Executive Committee; and

718 4.7.4 Unless otherwise specified in a Senate Management Resolution or University
719 Policy, chairs of special agencies, other Senate committees, and special
720 committees of the Senate may be designated by the elected members of the
721 Executive Committee.

722 4.7.5 Student membership on special agencies, other Senate committees, and special
723 committees of the Senate is normally for a one-year term.

724 4.7.6 Special Agencies

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

728 Accreditation Review Committee Alcohol & Drug Abuse Committee Athletics
729 Board

730 Budget Advisory Committee Campus Planning Board

731 Strategic Planning Steering Committee Student Success

732 4.7.6.1 The following shall apply to all special agencies.

733 a) Unless otherwise provided in the policy or senate management
734 resolution creating the special agency, at-large faculty members shall
735 be nominated by the Committee on Committees.

736 b) A special agency and related policy committee may consult on any
737 matter of common concern.

738 c) Special agency recommendations requiring changes in university
739 policy shall be reported to the Executive Committee for referral to an
740 appropriate policy committee for consideration.

741 d) The Executive Committee (or a designated policy committee at the
742 request of the Executive Committee) may, from time to time, review the
743 policy establishing a special agency and may require reports from

744 special agencies.

745 e) When filling faculty appointments, the Associate Vice Chair of the
746 Academic Senate shall have the responsibility to stagger the terms,
747 unless otherwise specified by policy.

748 4.7.6.2 Appointments of faculty to special agencies shall be for staggered
749 three-year terms unless otherwise specified. After service for a full
750 three-year term, members should be reappointed only in special
751 circumstances. Appropriate administrative officers or designees shall be
752 included on special agencies as ex officio members.

753 4.7.7 Other Senate Committees

754 Committees in this category are bodies created by policies or Senate
755 Management Resolutions. Their charges, membership, and responsibilities are
756 specified in the policies or Senate Management Resolutions that established
757 them. Current committees in this category:

758 Academic Disqualification and Reinstatement Review Board of Academic
759 Freedom and Professional Standards Traffic, Transit, and Parking

760 University Library Board University Sustainability Board University Writing
761 Committee

762 4.7.7.1 Recommendations from committees in this category requiring changes in
763 university policy shall be reported to the Executive Committee for referral
764 to an appropriate policy committee for consideration.

765 4.7.7.2 If not otherwise specified in policy or a senate management resolution,
766 reporting requirements follow bylaw 4.1.2

767 4.7.7.3 Appointments of faculty to committees in this category shall be for
768 staggered three-year terms unless otherwise specified. After service for a
769 full three-year term, members should be reappointed only in special
770 circumstances. Appropriate administrative officers or designees shall be
771 included as ex officio members.

772 4.7.7.4 Student membership is normally for a one-year term.

773 4.7.8 Special Committees of the Senate

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

777 4.7.8.1 Members of special committees and task forces shall be nominated by the
778 elected members of the Executive Committee.

779 4.7.8.2 The charge, determined by the elected members of the Executive
780 Committee, shall be specified in the resolution that establishes the special
781 committee of the Senate.

782 4.7.8.3 Chairs of special committees and task forces may be designated by the
783 elected members of the Executive Committee.

784 5. Procedure

785 5.1 Robert's Rules of Order, most recent edition, shall apply unless superseded by
786 the constitution, bylaws, or standing rules of the Academic Senate.

787 5.2 The meetings of the Academic Senate are open, but the number of
788 non-members present shall not exceed the room capacity, and preference shall
789 be given to guests officially invited by the Senate Chair. The Chair shall request
790 audio-visual coverage of meetings when necessary.

791 5.3 Spectators at Senate meetings shall not take part in or attempt to influence the
792 proceedings of the Senate, except as may be authorized in the standing rules.
793 Violators shall be excluded. At the Chair's discretion, the Chair may recess the
794 meeting.

795 5.4 The Academic Senate shall be called into executive session by the Chair upon
796 approval of a majority of the members present. Only Academic Senate members
797 and the Senate Administrator may be present during executive sessions.
798 Normally, only personnel or fiscal matters may be discussed in executive
799 sessions, but final action on all matters shall be taken in regular Academic
800 Senate meetings. Proceedings in executive ~~session~~session are confidential and
801 are not published within the senate minutes.

802 6. Senators as Representatives

803 6.1 It is the responsibility of each elected member of the Academic Senate to assess
804 the attitudes and viewpoints of their constituency. However, each member
805 represents and serves the entire university. Thus, no member shall come
806 instructed as to how to vote on any item under consideration by the Senate or its
807 committees.

808 6.2 Senators are to maintain communications with their constituency regarding
809 Senate activities and accomplishments as needed.

810 7. Approval of Policies

811 7.1 Measures adopted by the Academic Senate intended to have binding effect on
812 the university generally or on persons or matters external to the Senate itself are
813 policy recommendations and are submitted to the President for approval under
814 Article IV, Section 2, of the Senate constitution.

815 7.1.1 Bylaws adopted in accordance with standing rule 10.a.2 (Senate Management
816 Resolutions) or resolutions expressing only the opinion of the Senate, are not
817 policy recommendations and do not require approval of the President.

818 8. Representation, Academic Senate, CSU

819 8.1 The following are subject to applicable provisions of the constitution of the
820 Academic Senate of the California State University (ASCSU).

821 8.1.1 Candidates for the ASCSU from the SJSU campus shall be nominated by the
822 faculty electorate following procedures similar to those prescribed for nomination
823 of candidates for the Academic Senate of San José State University.

824 8.1.2 Simultaneous candidacy of the same person for both the ASCSU and the
825 Academic Senate SJSU at the same election is prohibited.

826 8.1.3 A faculty representative on the SJSU Senate who is elected to the ASCSU
827 vacates their seat as an elected member of the SJSU Senate.

828 8.1.4 Temporary Vacancy

829 8.1.4.1 A temporary vacancy is defined as one in which a CSU Senator will be
830 unable to perform ~~his or her~~ their duties for a period of one semester or
831 less. In such cases, the Vice Chair of the SJSU Academic Senate shall
832 serve as temporary CSU Senator.

833 8.1.4.2 If the Vice Chair is unable to serve, the Chair of the SJSU Academic
834 Senate may designate any elected faculty representative of the current
835 SJSU Academic Senate to act as temporary CSU Senator.

836 8.1.4.3 An SJSU senator temporarily serving as an ASCSU Senator shall remain
837 a faculty representative of the SJSU Senate.

838 8.1.5 Permanent Vacancy

839 8.1.5.1 If a CSU Senator will be absent from the SJSU campus or unable to
840 perform the duties of an ASCSU Senator for a period of longer than one
841 semester, the seat held by that ASCSU senator shall be deemed vacant.

842 8.1.5.2 When a permanent vacancy occurs, a special election shall be held to fill

843 the vacancy for the balance of the term. The election shall be held
844 promptly after the determination is made that there is or will be such a
845 vacancy. If there is no advance notice, the position will be filled temporarily
846 as described in section above until an election can be held.

847 9. Faculty Appointments to Off-Campus and Presidential Bodies

848 9.1 Faculty (as defined in the Academic Senate Constitution) occasionally serve as
849 representatives on bodies not established by nor under the authority of SJSU
850 (e.g., system-wide or other off-campus agencies or committees). In instances in
851 which no other procedure for their designation is prescribed, representatives
852 shall be appointed by the Academic Senate on nomination of the Executive
853 Committee.

854 9.2 Where no other procedure has been approved by the Academic Senate,
855 appointments of faculty to presidential task forces, advisory committees, and
856 commissions shall be made by the following process: the elected members of the
857 Executive Committee shall consult with the President in regard to these
858 appointments. Nominations shall be presented to the Senate for approval.

859 9.3 Appointments of faculty to the boards of University auxiliary organizations shall
860 be made by the President after consultation with the elected members of the
861 Executive Committee.

862 9.4 Appointments of faculty to the Instructionally Related Activities (IRA) Advisory
863 Committee shall be made by the President after consultation with the elected
864 members of the Executive Committee.

865 10. Editorial Changes - Senate Documents and Archiving Resolutions

866 10.1 When identifiers are changed, but the function, responsibilities, purpose, or
867 content remain the same, the Senate Chair may approve replacement in Senate
868 documents of the old identifier by the new one, as an editorial change. Such
869 changes shall be explained and reported to the Executive Committee of the
870 Senate and recorded in the meeting minutes. Example identifiers include the title
871 related to a university official, agency, or course designations, or unit of the
872 university appearing in Academic Senate documents (including the constitution,
873 bylaws, university policies, and resolutions providing for committee membership).

874 10.2 When the number, title or designation of a law, regulation, executive order, or
875 policy, referred to in a Senate document, is changed or rescinded by competent
876 authority, but no other change affecting university policy is involved, the Senate
877 Chair may authorize replacement of the old number, title or designation by the
878 new one in Senate documents, as an editorial change. Such changes shall be

879 reported to the Executive Committee of the Senate and recorded in the meeting
880 minutes.

881 10.3 When a policy recommendation or Senate Management Resolution is found to
882 contain editorial errors, ~~that when corrected~~ that, when corrected, would not
883 change the intent of the policy recommendation or resolution, the Senate Chair
884 can correct the error(s) following consultation with and obtaining unanimous
885 consent from, the Executive Committee. The edited version of the policy
886 recommendation approved by the Executive Committee will be submitted to the
887 President for final review and signature. Approved editorial corrections shall be
888 recorded in the Senate Executive Committee meeting minutes and changes will
889 be made by the Senate administrator to the document being corrected. If the
890 editorial changes are not approved by the Executive Committee or the President,
891 the document will be returned to the appropriate policy committee for revision
892 and brought to the Senate for debate and vote.

893 10.4 Following implementation of updates to Senate bylaws and standing rules, called
894 for in a Senate Management Resolution, the Senate chair can approve the
895 relocation, by the Senate administrator, of such resolutions to the web-based
896 archive of Senate Management Resolutions. The chair will communicate the
897 action at an Executive

898 Committee meeting. The Senate Administrator will include documentation of this
899 in Executive Committee minutes.

900 11. Specific Designation of Rescinded Policies

901 Adoption and approval of a new policy resolution overrides all prior conflicting
902 policies, whether or not the previous policies are specifically identified. However,
903 it is best practice to list specifically in a new policy all superseded policies. If,
904 subsequent to the adoption and approval of a policy resolution, the Senate
905 administrator finds that not all prior policies which should have been rescinded
906 were specifically so listed in the subsequent policy, the Senate administrator shall
907 notify the Senate chair and the appropriate policy committee chair. The
908 committee shall review the policies and, if satisfied that the older policies were
909 superseded and should be specifically designated as rescinded, the Senate chair
910 shall authorize the administrator to note their rescission in the Senate records.
911 The Senate chair shall report the committee's decision to the Executive
912 Committee, and the Senate administrator shall record the information in the
913 minutes.

Proposed Changes in Academic Senate Membership

Changes:

- 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 Staff seats.
- Remove 2 dean’s seats.
- Add 4 faculty seats.
- Change President to non-voting.

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 ¹	Membership in the proposal (AS 1876)
<ul style="list-style-type: none"> ● Faculty - 36 (2/3) ● Non-faculty - 18 (1/3) 	<ul style="list-style-type: none"> ● Faculty - 40 (2/3) ● Non-faculty - 20 (1/3)
<p>Administration (9)</p> <ul style="list-style-type: none"> ● President (EXO) ● Provost (EXO) ● VP for Finance (EXO) ● VP for Student Affairs (EXO) ● Chief Diversity Officer (EXO) ● 4 Academic Deans 	<p>Administration (7)</p> <ul style="list-style-type: none"> ● President (EXO, non-voting) ● Provost (EXO) ● VP for Finance (EXO) ● VP for Student Affairs (EXO) ● Chief Diversity Officer (EXO) ● 2 Academic Deans
<p>Faculty (36)</p> <ul style="list-style-type: none"> ● Chair of the Senate (EXO) ● Past Chair of the Senate in years when there is the Past Chair (EXO) ● 3 Statewide senators (EXO) ● 31 college/General Unit Representatives or 32 of them in years when there is no Past Chair 	<p>Faculty (40)</p> <ul style="list-style-type: none"> ● Chair of the Senate (EXO) ● Past Chair of the Senate in years when there is the Past Chair (EXO) ● 3 Statewide senators (EXO) ● 35 college/General Unit Representatives or 36 of them in years when there is no Past Chair

¹ 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).

	Staff (4) - new unit <ul style="list-style-type: none"> ● 2 SSP Staff ● 2 General Staff
Students (7) <ul style="list-style-type: none"> ● President of the Associated Students (EXO) ● Six students selected by the AS. 	Students (7) - no change <ul style="list-style-type: none"> ● President of the Associated Students (EXO) ● Six students selected by the AS.
Other Voting Senators (2) <ul style="list-style-type: none"> ● Alumni Association Representative ● Emeritus Faculty Association Representative 	Other Voting Senators (2) - no change <ul style="list-style-type: none"> ● Alumni Association Representative ● Emeritus Faculty Association Representative

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San José State University
Academic Senate
Curriculum and Research Committee
September 9, 2024
First 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: August 26, 2024

37 Vote: 9-0-0
38 Present: Megan Chang, Marc d'Alarcao, Stefan Frazier, Marie
39 Haverfield, Melinda Jackson, Scott Shaffer, Jessica Trask,
40 Cristina Velarde, Hiu Yung Wong (chair)
41
42 Absent: Sehtej Khehra
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:

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

¹ 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.

80

81

2. Role of GE guidelines

82

a. Guidelines have the force of policy.

83

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

84

85

86

3. Faculty oversight

87

- 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.

88

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4. Roles of different entities with regard to GE guidelines

93

a. Curriculum & Research (C&R) Committee

94

- 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;

95

96

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98

99

b. SJSU General Education Advisory Committee (SJSU GEAC)

100

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

101

102

c. Director of General Education

103 i. Shall maintain records of suggestions for modification to the
104 guidelines and communicate with C&R and GEAC regarding the
105 suggestions.
106

107 ~~Statements from the old policy:~~

108
109 ~~Resolved: That Section VII of University Policy S17-11 (Organization of the~~
110 ~~Program Planning Process at SJSU) will be revised to reflect modifications to GE~~
111 ~~Program assessment and continuing certification of GE courses. Annual~~
112 ~~assessment reports for General Education courses will be included with the~~
113 ~~program planning process.~~

114 ~~Resolved: That the General Education Advisory Committee (GEAC), in~~
115 ~~consultation with the Vice Provost for Undergraduate Education, will begin~~
116 ~~recertification of all courses starting in Fall 2022 and completing all~~
117 ~~recertifications no later than Fall 2025 using ad hoc General Education Review~~
118 ~~Panels GRPs in accordance with University Policy F15-13 ; and be it further~~

119
120 ~~Resolved: That the General Education, American Institutions and Graduation~~
121 ~~Writing Assessment Requirements (GWAR) Guidelines shall undergo a full~~
122 ~~university review with submission of a program planning document that will be~~
123 ~~initiated by the General Education Advisory Committee beginning in AY 2030/31.~~
124 ~~Any recommended changes to the GE Guidelines shall be referred to C&R for~~
125 ~~deliberation.~~

126
127 ~~Rationale: In the academic year 2016/17, SJSU's General Education Program~~
128 ~~was reviewed through the Program Planning Process and an action plan was~~
129 ~~developed in 2018 to review and update the program learning outcomes and~~
130 ~~develop more effective processes for assessment. An ad hoc committee was~~
131 ~~created to review and modify the program learning outcomes in the academic~~
132 ~~year 2018/19. These new learning outcomes were presented to the C&R~~
133 ~~Committee which, in conjunction with the Academic Senate Office, held two~~
134 ~~campus-wide General Education Summits in late Fall 2019 and early Spring~~
135 ~~2020 to gather feedback on the program learning outcomes, the GE Area~~
136 ~~Learning Outcomes, and many other aspects of our GE Guidelines. These~~
137 ~~guidelines were also distributed in early Spring 2021 and C&R carefully reviewed~~
138 ~~all the feedback that was received. Thirteen additional forums were held in Fall~~
139 ~~2021. This extensive community input was reviewed, summarized, and~~

140 ~~considered when creating the new GE Guidelines. Based upon consideration of~~
141 ~~the feedback that has been received by the Curriculum and Research~~
142 ~~Committee, these updated guidelines incorporate the creation of the new GE~~
143 ~~Area F (Ethnic Studies) with reduction of Area D to 6 units as well as changes to~~
144 ~~each GE Area, the Graduation Writing Assessment Requirement (formerly known~~
145 ~~as Area Z on our campus), and the American Institutions Graduation~~
146 ~~Requirements.~~
147 ~~Timeline and Implementation: All undergraduate students entering SJSU Fall 2022~~
148 ~~and after will be subject to the 2022 GE Guidelines. According to CSU policy,~~
149 ~~continuing SJSU students and continuously enrolled California Community~~
150 ~~College transfer students can opt to adhere to the GE Guidelines aligned with their~~
151 ~~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 Area UD_2/5: Earth, Environment and Sustainability) (3 units)
- Area 3** — (SJSU Area UD_3: Cultures and Global Understanding) (3 units)
- Area 4** — (SJSU Area UD_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

Area	Units	Prerequisite
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
Area UD_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.
Area UD_4: Self, Society & Equality in the U.S (CSU Area 4)	3	
Area UD_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.

Area	<u>Area Name</u>	Units and Prerequisites
US 1-2-3	American Institutions <i>CSU graduation requirement</i>	0-6 semester units <i>Often fulfilled through Area 4 courses. Also may be fulfilled through select Area 3, Area UD_4 and/or Area UD_3 courses.</i>
WID	Writing in the Disciplines <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>
PE	Physical Education <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 (**Areas UD_2/5, UD_3, UD_4**), the following statement on

course syllabi: “Students are strongly encouraged to satisfy GE Areas [UD_2/5](#), [UD_3](#), [UD_4](#) 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 teaching¹);
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~~

¹ [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.

<u>Student began continuous enrollment</u>	<u>GE Guidelines to follow</u>
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.”²

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.

² <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*)

1A	Written Communication I	3 semester units
1B	Critical Thinking and Writing	3 semester units
1C	Oral Communication	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

3A	Arts: Visual Arts, Architecture, Music, Dance, Theater, and Film	3 semester units
3B	Humanities: 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 Area UD_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.

5A	Physical Science	3 semester units
5B	Life Science	3 semester units
5C	Laboratory	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 Chicanx/Latinx 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.³

Class size

Class sections shall be limited to 35 students.⁴

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 Chicana/Latina 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— **Areas UD_2/5, UD_3, UD_4**—meet CSU requirements for 9 units of upper-division courses in GE Areas 2 or 5, 3 and 4. **Students must complete P per 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**

³ This recommendation was supported by the **Dean's Office in the current dean and interim dean of the** College of Social Sciences as **to his 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."*

⁴ 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.

Area UD_2/5: Earth, Environment, and Sustainability (Upper Division Area 2 or 5)

Area UD_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 Area UD_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 Area UD_2/5 Learning Outcomes

Upon successful completion of an Area UD_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

Area UD_2/5 course sections shall normally be limited to 40 students. Departments that teach Area UD_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.

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

In Area UD_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, Area UD_4 courses prepare students to live and work responsibly and cooperatively in a multicultural society.

A. Goals

In Area UD_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, Area UD_4 courses prepare students to live and work responsibly and cooperatively in a multicultural society.

B. GE Area UD_4 Learning Outcomes

Upon successful completion of an Area UD_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

Area UD_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.

Area UD 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 Area UD_3 Learning Outcomes

Upon successful completion of an Area UD_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

Area UD_3 course sections shall normally be limited to 40 students. Departments teaching Area UD_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**, Area UD_4: Self, Society and Equality in the U.S., and in Area UD_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 Engage ment	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	
Area UD_2/5		X	X	X	X		X	X	
Area UD_4	X		X			X		X	X
Area UD_3			X		X		X	X	X
WID		X	X		X				
American Institutions			X			X	X		X

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.	
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_4 GEALO 4	engage in constructive interactions about social issues in the U.S. within the framework of equality and inequalities.
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.	
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_2/5 GEALO 3	communicate a scientific finding, assertion, or theory to a general audience with the integrity and rigor of the underlying science;
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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
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.	
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_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_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_2/5 GEALO 4	explain ethical, social, and civic dimensions of scientific inquiry
UD_4 GEALO 1	describe how identities are shaped by cultural and societal influences within contexts of equality and inequality;
UD_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_4 GEALO 3	evaluate social actions which have or have not led to greater equality and social justice in the U.S.;
UD_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_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_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;

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.	
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_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;

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

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.	
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_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_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_4 GEALO 3	evaluate social actions which have or have not led to greater equality and social justice in the U.S.;
UD_4 GEALO 4	engage in constructive interactions about social issues in the U.S. within the framework of equality and inequalities.
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.	
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_2/5 GEALO 4	explain ethical, social, and civic dimensions of scientific inquiry.
UD_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_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_3 GEALO 3	explain how a culture outside the U.S. has changed in response to internal and external influences;
UD_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.

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.	
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_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_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_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_4 GEALO 4	engage in constructive interactions about social issues in the U.S. within the framework of equality and inequalities.
UD_3 GEALO 3	explain how a culture outside the U.S. has changed in response to internal and external influences;

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