

Draft Policy Statement for Requirements for Baccalaureate Degrees

1 I. University-Wide Requirements

2 The list of university-wide requirements that follows is consistent with the educational goals found in
3 “Educational Goals for the Baccalaureate at San Francisco State University,” endorsed by the Academic
4 Senate on March 11, 2008; and requirements mandated in Executive Order 1033, “CSU General
5 Education Breadth Requirements,” which governs general education requirements in the California State
6 University system. Area designations below (e.g., A-E) correspond to areas specified in Executive Order
7 1033. The subject area distinctions of EO 1033 represent domains of knowledge with varying methods
8 of inquiry rather than categories that can be defined by college, department, or program designations.
9 Courses that meet the course expectations and student learning outcomes identified for an area will be
10 approved for that area (see GRTF Final Report), regardless of the disciplinary designation of the entity
11 originating the proposal. The course units specified for a requirement are the minimum number of units
12 required. Courses which require more units (e.g. 4-unit classes instead of 3-unit classes) may be
13 proposed to meet a requirement.

14
15 **Overlays:** Requirements that are referred to as overlays may be fulfilled by any course (one in
16 general education, a major, a minor, a certificate, complementary studies, or an elective) that
17 carries the overlay designation. Because an overlay course may fulfill more than one
18 requirement, an overlay may be completed without taking additional units. A single course may
19 fulfill more than one university-wide requirement and may be listed in more than one place, if it
20 meets all of the course expectations and student learning outcomes for the specified requirement.
21 Courses that satisfy the overlay requirements must be a minimum of 3 units.

22
23 **Unlimited Double Counting:** Double counting refers to the process of allowing a single course or
24 completion of a major to satisfy multiple requirements. Provided a course meets the specified course
25 expectations and student learning outcomes for the designated requirements, students may count the
26 same course for any of the following: multiple university-wide requirements, major requirements, minor
27 requirements, certificate requirements, or complementary studies requirements. In addition, major
28 programs may apply to have specified university-wide requirements fulfilled by completing the major.
29 Double counting to fulfill requirements does not multiply the number of units earned.

30
31 **Transfer Students:** Transfer students may complete the 39 units of lower division university-wide
32 requirements and overlay requirements at another campus, if those units have been approved through an
33 approved articulation system or an approved evaluation process. Transfer students who have not
34 completed the equivalent of Written Communication II will have to do so as a prerequisite to GVAR
35 (Graduation Writing Assessment Requirement) courses. Transfer students who do not complete overlay
36 requirements elsewhere will have to complete them at San Francisco State University.

37
38
39 **Requirements:** All students who earn baccalaureate degrees at San Francisco State University must
40 complete a minimum of 48 units (39 lower division and 9 upper division) of university-wide

41 requirements. The courses taken to fulfill these 48 units may vary for transfer students and students who
 42 begin their studies at San Francisco State University, but both types of students must complete the
 43 requirements specified below. The 48 units are distributed in the following manner:
 44

Requirement	Level	Units	Area in E.O. 1033
Oral Communication	Lower Division	3	A
Written English Communication I	Lower Division	3	A
Critical Thinking	Lower Division	3	A
Written English Communication II	Lower Division	3	
Physical Science	Lower Division	3	B
Life Science	Lower Division	3	B
Lab Science	Lower Division	0-1	B
Mathematics/Quantitative Reasoning	Lower Division	3	B
Arts	Lower Division	3	C
Humanities: Literature	Lower Division	3	C
Arts and/or Humanities	Lower Division	3	C
Social Sciences	Lower Division	3	D
Social Sciences: US History	Lower Division	3	D
Social Sciences: US & CA Government	Lower Division	3	D
Lifelong Learning and Self-Development (LLD)	Any (Overlay)	0-3	E
Physical and/or Life Science	Upper Division	3	B
Arts and/or Humanities	Upper Division	3	C
Social Sciences	Upper Division	3	D
American Ethnic and Racial Minorities (AERM)	Any (Overlay)	0-3	
Global Perspectives (GP)	Any (Overlay)	0-3	
Social Justice (SJ)	Any (Overlay)	0-3	

45

46 **II. Structure for Upper Division General Education**

47
48 All students must complete a total of nine units with the equivalent of one course in each of the
49 following CSU-mandated groupings of domains of knowledge and inquiry: (1) physical and/or life
50 sciences, (2) arts and/or humanities, and (3) social sciences. There are three options for students to
51 complete the Upper Division General Education Requirement: Topical Perspectives, Integrated Studies,
52 and Study Abroad.

53 54 **A. Topical Perspectives Option**

55 **(9 units minimum; must be taken in residence at San Francisco State University)**

56
57 Students who complete the upper division general education requirement through the Topical
58 Perspectives Option choose one of the following nine topics that best suits their intellectual
59 interests and academic goals:

- 60
- 61 1. Creativity, Innovation, and Invention
- 62 2. Enduring Ideas, Values, and Achievements
- 63 3. Environmental Interconnections
- 64 4. Ethical Reasoning and Action
- 65 5. Human Diversity
- 66 6. Life in the San Francisco Bay Area and/or California
- 67 7. Personal and Community Well-Being
- 68 8. Social Justice and Civic Knowledge/Engagement
- 69 9. World Perspectives
- 70

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

83

84

85

86 **Creativity, Innovation, and Invention**

87

88 **Description and Examples:** Students will explore significant acts of creativity, innovation,
89 and/or invention along with the processes that lead to them and their consequences. Some
90 courses may provide an opportunity for students to apply their knowledge through one or more

91 creative media, modes of expression, or methods of discovery. Courses might address, but are
92 not limited to, such subjects as principles and models that give rise to scientific and technological
93 breakthroughs; the origins and nature of artistic or literary creativity; social/political
94 experiments; creative resistance and transformation; historical, social, cultural, and economic
95 forces that influence creativity and invention; creativity and invention during periods of
96 censorship or in societies that discourage free thought and expression; and the impact on
97 societies, cultural traditions, or environmental factors of major innovations in various fields of
98 human endeavor.

100
101 **Enduring Ideas, Values, and Achievements**

102
103 **Description and Examples:** Students will clarify and deepen their understanding of what unites
104 human beings—despite cultural difference and geographical distance—from ancient to
105 contemporary times. Courses might address, but are not limited to, such subjects as human
106 beings’ sense of connection to spiritual or transcendent forces, the relationship between the
107 natural world and humankind, kinship and community bonds, the games people play, the
108 transformation of experience into art, stories taking the form of quests or tragedies, the nature
109 and implications of the distinctively human capacity for language, notions of identity and
110 agency, democratic values, the development and character of cities, and technological
111 advancement.

112
113
114 **Environmental Interconnections**

115
116 **Description and Examples:** Students will examine interconnections among humans and other
117 aspects of the natural world. Courses might address, but are not limited to such subjects as
118 environmental influences on human experiences, abuse and restoration of the environment,
119 bioethics, ecosystems, environmental stability and change, sustainable designs and processes in a
120 global world, environmental racism and justice, environmental laws and policies, green business
121 practices, ecotourism, global consequences of environmental crises, artistic or literary
122 representations of human connections to the rest of the natural world, and environmental ethics.

123
124
125 **Ethical Reasoning and Action**

126
127 **Description and Examples:** Students will examine values that inform distinctions between right
128 and wrong. Courses will explore the deliberative processes of ethically-minded people in
129 situations where these distinctions are debated, contested, or unclear, and will foster an
130 appreciation of the necessity of making individual or collective ethical choices, as well as the
131 burdens often entailed in living with the consequences of such choices. Courses might address,
132 but are not limited to, such subjects as ethical theory, human rights in the contemporary world,
133 similarities and/or differences in ethical stances across communities, ethical issues in literature
134 and the arts, feminist perspectives on ethics and morality, wartime political decisions, ethics and
135 social policy, environmental ethics, freedom and social responsibility, ethical issues in health
136 care, and the ethics of scientific or scholarly research.

137
138
139
140
141
142
143
144
145
146
147
148
149
150
151
152
153
154
155
156
157
158
159
160
161
162
163
164
165
166
167
168
169
170
171
172
173
174
175
176
177
178
179
180
181
182

Human Diversity

Description and Examples: Students will focus on multiple forms and variations of human diversity, from the physiological to the cultural, and will situate these in relation to time and place. Courses should encourage a respectful appreciation of differences among individuals and groups of people. Courses might address, but are not limited to, such subjects as variations in age, ability, ethnic and racial categorization, gender and sexual orientation, psychological makeup, religion, ideology, worldview and epistemological framework, custom and tradition, creative expression, socioeconomic status, and family and community organization.

Life in the San Francisco Bay Area and/or California

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

Personal and Community Well-Being

Description and Examples: Students will acquire knowledge and skills needed to promote personal and community well-being for both current and future generations. Well-being includes emotional, psychological, intellectual, creative, spiritual, social, economic, physical, occupational, and environmental components. Courses might address, but are not limited to, such subjects as environmental sustainability, equitable interactions, philosophical and religious conceptions of the good life, the relationship between or interdependence of mind and body, nutrition and health, artistic and literary contributions to personal and societal well-being, environments that are fit habitations for human beings, community revitalization, and intellectual and emotional development across the life span.

Social Justice and Civic Knowledge/Engagement

Description and Examples: Students will explore their responsibility to work toward social justice and equity by contributing purposefully to the well-being of their local communities, their nations, and the people of the world. Courses might address, but are not limited to, such subjects as social power and privilege, characteristics and dynamics of systemic oppression, economic

183 exploitation within societies and beyond their borders, the personal and social consequences of
184 phenomena like racism or sexism, scientific and pseudoscientific accounts of racial or gender
185 differences, art or literature that represents or resists social injustice, liberation movements and
186 political strategies aimed at eradicating injustice, freedom of the press and civic
187 knowledge/engagement, and community activism and advocacy.

189 **World Perspectives**

192 **Description and Examples:** Students will examine transnational issues and themes or those that
193 are global in scope, and compare natural phenomena, behavior, social and political institutions
194 and processes, or cultural traditions, in the present or the past, involving at least two nations,
195 peoples, or world regions. Courses might address, but are not limited to, such subjects as global
196 climate change, epidemics and pandemics, the worldwide impact of changes in information
197 technology, international trade, comparative historical or political study of revolutions,
198 international conflicts and resolutions, transnational exploitation and resistance,
199 colonialism/post-colonialism, diasporas, immigrants and refugees, world religions, modern art
200 and/or literature of the Americas, and comparative aesthetic styles and forms.

204 **B. Integrated Studies Option** 205 **(9 units minimum; must be taken in residence at San Francisco State University)**

206 Students must complete nine units of coursework that have been devised by a faculty team into a
207 coherent, integrative program of study; 3 units in each of the following groupings of domains of
208 knowledge and inquiry: (1) physical and/or life sciences, (2) arts and/or humanities, and (3)
209 social sciences. In order to receive credit for the Upper Division General Education Requirement
210 through the Integrated Studies Option, students must complete a minimum of 9 units on the same
211 theme. Though the courses must be open to students from any major, the courses can be
212 restricted to cohorts of students taking a particular set of integrated courses.

213 The integrated studies option might consist of three 3-unit courses or the units of integrated
214 studies may be arranged differently, but the course of study should adhere to the spirit of
215 providing the equivalent of at least three units in each of the following groupings of domains of
216 knowledge and inquiry: (1) physical and/or life sciences, (2) arts and/or humanities, and (3)
217 social sciences. Faculty teams would be responsible for developing courses that meet the student
218 learning outcomes for upper division general education (see GRTF Final Report). Ordinarily,
219 students should be able to complete the integrated studies option in three or fewer semesters.
220 Faculty proposing integrated studies options must provide contingency plans for how students
221 can complete the upper division general education requirement, if some unforeseen circumstance
222 makes it impossible for them to complete an integrated studies program they have started. In the
223 initial certification phase, the Initial Certification Committee will evaluate proposals for a set of
224 integrated courses. After the initial phase, the Upper Division Certification Committee will
225 conduct this evaluation.

226

227

228 **C. Study Abroad Option**

229 **(9 units minimum; must be taken in residence at either a CSU-approved Study Abroad**
230 **institution or at San Francisco State University; must include a one-unit integrative course**
231 **upon return from study abroad)**

232

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

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

252 **III. Majors**

253

254 **Educational Goals:** At the time of creation, revision, and program review, major programs must
255 provide information about how they are contributing to at least four of the university's six educational
256 goals:

257

- 258 1. Competencies for Lifelong Intellectual Endeavor
- 259 2. Intellectual Attainments
- 260 3. Appreciation of Diversity
- 261 4. Ethical Engagement
- 262 5. Integration and Application of Knowledge
- 263 6. Qualities of Mind and Spirit

264

265 **Prerequisites:** Majors must comply with the following prerequisite rules and the requisite
266 disclosures must appear in the University Bulletin:

267

- 268 1. If a program does not name specific courses but does establish that a university-wide
269 requirement (e.g. upper or lower division writing, quantitative reasoning, lower division
270 art, etc.) must be met as a prerequisite, those prerequisites are not counted in the major.

- 271
272
273
274
275
276
277
278
279
280
281
282
283
284
285
286
2. If a program requires students to take specific courses as prerequisites, even if these also meet university-wide requirements, those courses must be listed and counted as units required in the major.
 3. If a program requires students to take general prerequisites in addition to university-wide requirements (e.g. first year foreign language, a course in world history, etc.) those prerequisites must be listed and counted as units required in the major.
 4. Prerequisites that might be met through prior experiences (e.g., high school courses, AP credit, heritage language experiences, etc.) must be identified.
 5. If the number of units required in a program varies based on different course options or prerequisites for those options, the major program must clearly explain the variation in units.

287
288
289
290
291
292
293
294

Size. Ordinarily, BA majors may not require more than 45 units and BM or BS majors may not require more than 70 for completion of the major. It is expected that students will have some electives they can choose themselves within the 120 units needed for the degree. Major programs seeking to exceed the unit limits may request an exception on the basis of major requirements also completing other requirements (e.g., university-wide requirements or complementary studies (see below), accreditation requirements, or some other significant justification.)

295
296
297

Lower Division Classes. Majors must allow at least 6 units of lower division credit to be counted in the major.

298
299
300
301
302

Writing in the Major: Major programs must require that majors complete a GWAR (Graduation Writing Assessment Requirement) course. Major programs also must provide writing intensive experiences, as defined by the program, at the senior level. Majors are encouraged, but not required, to provide capstone courses or other culminating experiences.

303
304
305
306
307

Technology Related to the Major: Major programs must include curriculum appropriate instruction in the technologies most relevant to the major. This may occur in a single course or multiple courses. Courses providing this instruction may be housed in the major program or elsewhere, but major programs are responsible for ensuring their majors receive this instruction.

308
309
310
311
312
313
314
315
316

Complementary Studies Requirement for Majors in BA degrees: The Bachelor of Arts degree should represent a broad liberal arts education and because most students are likely to change careers and to have multiple interests, Bachelor of Arts students must complete at least twelve units of complementary studies outside of the primary prefix for the major. Complementary studies units may come from languages other than English, minors, certificates, or a coherent group of courses approved by a major advisor as complementary to the major. With the approval of an advisor in the major, courses which fulfill complementary studies units may be lower or upper division units, resident or transfer units, or units taken in approved study abroad programs. BA programs may decide how many, if any, of the complementary units may

317 be counted in the major, and they may designate specific courses to be taken for complementary
318 studies credit or they may develop advising protocols to guide students through this process.
319 Students who complete two majors or a major and a minor automatically complete the
320 complementary studies requirement. Complementary studies units may be included in the
321 maximum units allowed for BA degrees (i.e. 45 units) or they may be in addition to that
322 maximum (i.e. 45 units in the major plus 12 additional units in complementary studies.) If
323 complementary studies units are listed as part of the major, the maximum for this combined total
324 is 57 units.

325
326 Major programs submit their descriptions of complementary studies for their majors for review
327 and approval by the Curriculum Review and Approval Committee. These descriptions will also
328 be evaluated as part of the program review process as programs come up for review. Examples
329 of complementary studies requirements can be found in the GRTF Final Report. Students
330 earning Bachelor of Music or Bachelor of Science degrees do not have to complete the
331 complementary studies requirement.

332
333 **High Impact Educational Practices:** At the time of program review, major programs will be
334 asked which of the following high impact educational practices they provide their majors, the
335 nature of those practices, and what they know about the effectiveness of such practices for their
336 majors: (1) first-year seminars and experiences, (2) common intellectual experiences, (3)
337 learning communities, (4) writing-intensive courses, (5) collaborative assignments and projects,
338 (6) undergraduate research, (7) diversity/global learning, (8) service learning, community-based
339 learning, (9) internships, and (10) capstone courses and projects. A summary description of these
340 practices can be found in the GRTF Final Report.

341 **Flexibility and Advising:** Majors are encouraged, but not required, to offer students multiple
342 options for completing requirements, when appropriate to do so, and review prerequisites with
343 consideration for what lower division students and first semester transfer students would be able
344 to take. Majors are also encouraged to include on their websites documents students can use to
345 plan the completion of their major.

346 347 **IV. Minors**

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

355 **Prerequisites:** Minors must comply with the following prerequisite rules and the requisite
356 disclosures must appear in the University Bulletin:

- 357
358 1. If a program does not name specific courses but does establish that a university-wide
359 requirement (e.g. upper or lower division writing, quantitative reasoning, lower division
360 art, etc.) must be met as a prerequisite, those prerequisites are not counted in the minor.

- 361
362
363
364
365
366
367
368
369
370
371
372
373
374
375
2. If a program requires students to take specific courses as prerequisites, even if these also meet university-wide requirements, those courses must be listed and counted as units required in the minor.
 3. If a program requires students to take general prerequisites in addition to university-wide requirements (e.g. first year foreign language, a course in world history, etc.) those prerequisites must be listed and counted as units required in the minor.
 4. Prerequisites that might be met through prior experiences (e.g., high school courses, AP credit, heritage language experiences, etc.) must be identified.
 5. If the number of units required in a program varies based on different course options or prerequisites for those options, the minor program must clearly explain the variation in units.

376 **Criteria for Minors:**

- 377
378
379
380
381
382
383
384
385
386
387
388
389
390
391
392
393
394
395
396
397
398
399
400
401
402
403
404
1. The program is to consist of a minimum of 12 semester units and a maximum of 24 units.
 2. Credit by examination is permitted in accordance with established university regulations.
 3. All course work used to satisfy the requirements of a minor must be completed with a minimum grade point average of 2.0.
 4. A minimum of one-half of the units for the minor program should be in upper division courses, unless a specific exception has been granted; every minor must require at least 6 upper division units.
 5. Normally, no more than one-half of the units used to meet the requirements for the minor may be transfer units.
 6. A maximum of three units in the minor may be devoted to internships and/or independent study unless a specific exception has been granted in advance.
 7. All courses that meet the requirements of a minor may be used, as appropriate, simultaneously to meet requirements in general education, credentials, certificates, or complementary studies.
 8. The curriculum in minor programs must contribute to at least four of the six goals described in “Educational Goals for the Baccalaureate at San Francisco State University” and minor programs must provide information in their program reviews about how they are contributing to those goals.
 9. Students may not complete a major and minor in the same discipline (i.e., within the same hegis code).

405 **Procedures for Proposing Minors**

- 406 1. Proposals ordinarily shall be initiated by Departments, Programs or Colleges of the
407 University, and following College approval shall be processed through the regular
408 program review process of the University in the same manner as other new and revised
409 curricular programs.
- 410 2. Proposals should be submitted in the format prescribed. Copies of the guidelines are
411 available from the Office of the Provost.
- 412 3. The sponsoring unit (i.e., program, department, school, college, interdisciplinary area)
413 must designate an appropriate faculty member who will be responsible for coordinating
414 the program. As may be appropriate, this may be the department chair.
- 415 4. All officially approved minor programs should be described in the University Bulletin.
- 416 5. All information circulated in connection with such programs should have the prior
417 clearance of the appropriate college dean.
- 418 6. Upon satisfactory completion of an approved minor program, including making formal
419 application for same, the Director of Admissions and Records, or his/her designee, shall
420 enter an appropriate designation on the student's permanent record and shall maintain
421 annual records of the names (and numbers) of all students completing minors. The
422 Director of Admissions and Records should report to the Provost each year on the
423 number and type of minors completed.
- 424 7. In recognition of the desire to maintain some flexibility in meeting unique program
425 needs, academic units of the University may submit proposals to the Office of the
426 Undergraduate Studies (for subsequent review by appropriate Academic Senate
427 committees) which are in some way at variance with the stated criteria. When this is
428 done, ample justification for the variance must be submitted as an integral part of the
429 proposal.
- 430 8. The Curriculum Review and Approval Committee shall be charged with the review and
431 approval of proposed or revised minor programs. Minor programs shall be subject to
432 review in conjunction with the five-year academic review of the program, department,
433 college, and/or division in which the minor is housed.

434 **V. Certificates**

435
436 **Definition of Undergraduate Certificates:** A certificate program is a coherent set of academic
437 courses that does not lead to a degree, but is focused on a substantial area of study that may be
438 practically oriented toward skills and/or occupations. Certificate programs are an additional way
439 of organizing curriculum in order to serve matriculated students or students who wish to spend a
440 limited time in college in order to learn specific subjects, concepts, skills and competencies.
441 Certificate programs shall not infringe upon existing majors in degree programs. Since minor
442 programs do not lead to degrees, however, some minor programs may, of themselves, constitute
443 certificate programs, and some certificate programs may be subsumed within a minor. The award
444 of a certificate means that the holder has completed the required course work at a certain level of
445 academic accomplishment. A certificate indicates to a prospective employer that the University
446 validates the particular program of study. It neither credentials nor licenses the student, nor does
447 it guarantee the ability of the student to put into practice what has been studied.
448

449 **Prerequisites:** Certificates must comply with the following prerequisite rules and the requisite
450 disclosures must appear in the University Bulletin:
451

- 452 1. If a program does not name specific courses but does establish that a university-wide
453 requirement (e.g. upper or lower division writing, quantitative reasoning, lower division
454 art, etc.) must be met as a prerequisite, those prerequisites are not counted in the
455 certificate.
456
- 457 2. If a program requires students to take specific courses as prerequisites, even if these also
458 meet university-wide requirements, those courses must be listed and counted as units
459 required in the certificate.
460
- 461 3. If a program requires students to take general prerequisites in addition to university-wide
462 requirements (e.g. first year foreign language, a course in world history, etc.) those
463 prerequisites must be listed and counted as units required in the certificate.
464
- 465 4. Prerequisites that might be met through prior experiences (e.g., high school courses, AP
466 credit, heritage language experiences, etc.) must be identified.
467
- 468 5. If the number of units required in a program varies based on different course options or
469 prerequisites for those options, the minor program must clearly explain the variation in
470 units.
471

472 **Criteria for Undergraduate Certificates**

- 473 1. Undergraduate certificate programs require a minimum of 12 semester units.
474
- 475 2. Credit by examination is permitted in accordance with established university regulations.
476
- 477 3. All course work used to satisfy the requirements of an undergraduate certificate must be
478 completed with a minimum grade point average of 2.0.
479

- 480
481
482
483
484
485
486
487
488
489
490
491
492
493
494
495
496
497
498
499
4. Normally, no more than one-half of the units used to meet the requirements for the certificate may be transfer units.
 5. A maximum of three units in the certificate may be devoted to internships and/or independent study unless a specific exception has been granted in advance.
 6. All courses for meeting the requirements of a certificate may be used, as appropriate, simultaneously to meet requirements in general education, credentials, or complementary studies.
 7. Before completing any certificate, students must demonstrate an appropriate level of writing competency. The appropriate level shall be determined by the program proposers in consultation with the Committee on Written English Proficiency. Each certificate program proposal must specify how the above steps are to be accomplished.
 8. Matriculated students may complete certificates while enrolled in degree programs. Nonmatriculated students may complete certificates through Open University or the College of Extended Learning.

500 **Procedures for Proposing Undergraduate Certificates**

- 501
502
503
504
505
506
507
508
509
510
511
512
513
514
515
516
517
1. Proposals ordinarily shall be initiated by Departments, Programs or Colleges of the University, and following College approval shall be processed through the regular program review process of the University in the same manner as other new and revised curricular programs.
 2. Proposals should be submitted in the format prescribed. Copies of the guidelines are available from the Office of the Provost.
 3. The sponsoring unit (i.e., program, department, school, college, interdisciplinary area) must designate an appropriate faculty member who will be responsible for coordinating the program. As may be appropriate, this may be the department chair.
 4. All officially approved certificate programs should be described in the University *Bulletin*.
 5. All information circulated in connection with such programs should have the prior clearance of the appropriate College Dean.
 6. Upon satisfactory completion of an approved certificate program, including making formal application for same, the Director of Admissions and Records, or his/her designee, shall enter an appropriate designation on the student's permanent record and shall maintain annual records of the names (and numbers) of all students completing

518 certificates. The Director of Admissions and Records should report to the Provost each
519 year on the number and type of certificates completed.

- 520 7. The primary responsibility for determining a student's completion of a certificate program
521 shall rest in the academic department or program or the Extended Learning program area
522 in which the certificate program is housed. The appropriate program head, upon review
523 of the student's transcript, shall make an endorsement of the completion of a certificate
524 program. This endorsement, together with a listing of the program requirements to be met
525 and a transcript showing that they have been met, shall be forwarded, as appropriate, to
526 the Dean of Undergraduate Studies or the Director of Extended Learning for review and
527 formal awarding of the certificate on behalf of the program area offering the program and
528 in the name of the University. All certificates must state the number of units required for
529 completion of the program. Notification of the award of the certificate shall be
530 forwarded, upon completion of the program, by the appropriate dean to the Office of
531 Admissions and Records for recording on the student's transcript and filing in the
532 student's permanent file.
533
- 534 8. The above requirements shall apply to all proposals for new certificate programs. Already
535 existing certificate programs shall also be expected to comply with the above criteria
536 unless specific justification can be presented regarding the need for an exception.
537
- 538 9. The Curriculum Review and Approval Committee shall be charged with the review and
539 approval of proposed and revised certificate programs. Certificate programs shall be
540 subject to review in conjunction with the five-year academic review of the program,
541 department, college, and/or division in which the certificate is housed.
542

543 VI. Oversight and Approval Process for University-Wide Requirements

544
545 The approval process for university-wide requirements involves two different committee
546 structures (1) for the initial certification of courses in the new program and (2) for the ongoing
547 revision and updating of the new program. Both committee structures will be overseen by the
548 Baccalaureate Requirements Committee, which is the oversight committee for university-wide
549 requirements. Procedures for how to submit a course for consideration can be found below.
550

551 A. Baccalaureate Requirements Committee (BRC)

- 552
553 1. **Committee Charge:** The Baccalaureate Requirements Committee (BRC) will be
554 responsible for developing, reviewing, recommending, and publicizing the policies,
555 principles and procedures, and guidelines that govern university-wide requirements for
556 baccalaureate degrees. The BRC will respond to and initiate adjustments in program
557 principles, course expectations, student learning outcomes, and the program curriculum as
558 changing times and needs indicate. The BRC will submit its decisions and recommendations
559 to the Academic Senate, the Provost, and the Dean of Undergraduate Studies. Upon final
560 approval, the Dean of Undergraduate Studies, in cooperation with the BRC, will facilitate the
561 implementation of program policies, procedures, guidelines, and agreed upon curricular

562 adjustments and will ensure that all areas within university-wide baccalaureate degree
563 requirements are responsibly and adequately represented. Members of the BRC will:

- 564 • review all policies, procedures, reviews, approvals, implementations and
565 disseminations related to university-wide baccalaureate degree requirements;
- 566 • recommend changes in policies related to university-wide baccalaureate degree
567 requirements to the Academic Senate;
- 568 • monitor and review recommendations and reports made by the established university-
569 wide baccalaureate degree requirements subcommittees;
- 570 • manage the terms of service and work distribution between the initial and continuing
571 university-wide baccalaureate degree requirements subcommittees;
- 572 • initiate the selection of university-wide baccalaureate degree requirements
573 subcommittees;
- 574 • act as a board of appeals on all policy and procedural matters related to university-
575 wide baccalaureate degree requirements;
- 576 • act as the final faculty committee for review of course proposals for university-wide
577 requirements for baccalaureate degrees and make its recommendations through the
578 Dean of Undergraduate Studies to the Provost;
- 579 • request data, reports, and information from the Dean of Undergraduate studies
580 regarding all aspects of implementing, delivering, and evaluating university-wide
581 baccalaureate degree requirements;
- 582 • review recommendations and reports submitted at least annually by the Director of
583 Advising; and
- 584 • have primary responsibility for increasing campus awareness and understanding of
585 baccalaureate requirements.

- 586
587 2. **Committee Membership:** The Baccalaureate Requirements Committee shall be composed
588 of fourteen voting members and four nonvoting members:

589
590 Voting Members

591 Eight college representatives elected from and by the faculty (one from each college):

592 Behavioral and Social Sciences, Business, Creative Arts, Education, Ethnic Studies,
593 Health and Human Services, Humanities and Science and Engineering.

594 One faculty representative from the Library elected by librarians.

595 One representative from Liberal Studies elected by faculty with Liberal Studies
596 appointments.

597 One representative selected from the Advising Center.

598 One representative selected from the Student Affairs area.

599 One student representative selected by the Associated Students Board of Directors.

600 One representative appointed by the Academic Senate.

601
602 Nonvoting Members

603 The Dean of Undergraduate Studies or the Dean's designee.

604 One representative from Enrollment Management.

605 Chair of the Lower Division Certification Committee (LDC) or designee (information about
606 this committee is provided in the section titled "Lower Division Certification Committee"
607 below).

608 Chair of the Upper Division Certification Committee (UDC) or designee (information about
609 this committee is provided in the section titled “Upper Division Certification Committee”
610 below).

611
612 The Academic Senate shall notify Deans, the University Librarian, the Director of the
613 Advising Center, and the Associated Students Governing Board when there is a vacancy in
614 their units. Faculty members in their respective units will elect their representatives. The
615 Advising Center, Student Affairs, and the Associated Students Governing Board shall choose
616 a representative by their usual procedures for selecting committee members. In the case of a
617 vacancy within a term of service, Deans and their equivalences may appoint a replacement
618 until the next election or selection process in that unit.

- 619
620 3. **Quorum.** A quorum for BRC shall consist of seven voting members.
- 621
622 4. **BRC Terms of Service:** All terms are for three years, except for the student and Academic
623 Senate representatives, who shall each serve for one year. Members may be re-elected and
624 may serve successive terms; there are no term limits. Terms of membership will not be
625 staggered initially. If a position is vacated before a term is completed, a newly elected
626 member will serve a full three-year term.
- 627
628 5. **Committee Chair:** The Chair will be elected by the members of the BRC. Chairs serve a one
629 year term that may be renewed.
- 630
631 6. **BRC and the Academic Senate:** BRC may approve the addition and deletion of courses in
632 consultation with the Initial, Lower Division, and Upper Division Certification committees;
633 but recommendations for policy changes require the approval of the Academic Senate and
634 President. When BRC wishes to make policy changes, the Chair of BRC will forward those
635 recommendations to the Academic Senate. The Chair of the BRC will make two reports each
636 semester to the Executive Committee of the Academic Senate regarding BRC’s work and
637 will address the Academic Senate as requested by the Executive Committee of the Academic
638 Senate.

639 640 **B. Initial Certification Committees**

- 641
642 1. **Initial Certification Committees:** There shall be eight committees to carry out the initial
643 certification of courses meeting lower division and overlay requirements at San Francisco
644 State University. Separate committees will be constituted for review of courses for inclusion
645 in Areas A, B, C, D, E, and each additional overlay (i.e. AERM, GP, and SJ.). There shall be
646 ten committees to carry out the initial certification of courses for inclusion in the upper
647 division General Education program. Each committee will review courses submitted for
648 inclusion in one of the nine Topical Perspectives area and one committee will review cohorts
649 of courses for Integrated Study. (No certification committee will exist for the Study Abroad
650 option since programs are constructed on an individual basis.)
651

652 2. **Committee Charge:** The initial certification committees will evaluate and recommend to the
653 Baccalaureate Requirements Committee (BRC; details about BRC appear in the section titled
654 “Continuing Certification and Monitoring” below) course proposals for meeting university-
655 wide baccalaureate degree requirements on the basis of how well they fulfill course
656 expectations and student learning outcomes for those requirements. The committees will also
657 consider the overall health of the Area, including accessibility of sufficient courses in the
658 Area to meet student needs. The committee may consider things such as prerequisites and
659 offering frequency and patterns when determining whether a given Area will be able to meet
660 student demand. The committees will also review the degree to which courses within an
661 Area, especially at the upper division level, have a sufficient number of courses which meet
662 overlay requirements to make it likely that students will have adequate access to those
663 requirements. If a committee has concerns about sufficient offerings, those concerns should
664 be brought to the attention of the Dean of Undergraduate Studies who will then work with
665 College Deans to acquire sufficient offerings. Faculty may also propose to the committees
666 co-curricular activities to meet university-wide requirements (e.g., in a given year when the
667 national debate topic is international in scope, the Director of the Debate Team might
668 propose that members of the debate team get credit for the global perspectives requirement,
669 or if the goals of a learning community are consistent with a requirement the faculty advisor
670 might request that members of that community receive credit for that requirement).

671
672 3. **Review of Committee Recommendations.** The Initial Certification Committee's reasons for
673 recommending the disapproval of courses will be stated in writing to the BRC and to the
674 appropriate department chairs and college deans in terms of the stated course expectations
675 and student learning outcomes for the Area. The chair of the Initial Certification Committee
676 is responsible for submitting a comprehensive written report to the BRC summarizing the
677 committee’s actions, deliberations, and recommendations.

678
679 4. **Committee Membership:** The Initial Certification Committees may be composed of the
680 following 12 members:

- 681 • Eight faculty representatives: one from each of the eight colleges: Behavioral and Social
682 Sciences, Business, Creative Arts, Education, Ethnic Studies, Health and Human
683 Services, Humanities and Science and Engineering.
- 684 • One faculty representative from the Library.
- 685 • One Academic Advising Professional.
- 686 • One representative from the Liberal Studies Council.
- 687 • One representative from the Associated Students (ASI).

688
689 If any of the above units do not select a representative, the committee shall be considered
690 duly constituted as long as five members have been appointed or elected by their Colleges or
691 Units (not including ASI). If fewer than five members have been appointed or elected, the
692 Executive Committee of the Academic Senate will seek members from units not already
693 represented until the minimum of five members has been reached. A quorum will be half plus
694 one of the members of the committee. If there are not enough members to staff all of the
695 recommended committees or if the workload of any given committee is too great, the Senate
696 Executive Committee has the authority to combine committees or add committees using the
697 same membership principles articulated above.

- 698
699 5. **Committee Terms of Service:** All terms are for one to three years as determined by the
700 BRC. Terms of membership will not be staggered initially. If a position is vacated before a
701 term is completed, a newly elected member will serve a full term.
702
703 6. **Committee Chairs:** The chair of each committee will be elected by the members of the
704 Committee.
705
706 7. **Meeting times:** In-person meeting days and times for each committee shall be set and
707 announced in advance of elections by the Dean of Undergraduate Studies. Faculty elected to
708 the committees will be expected to keep those days and times available for in-person
709 meetings. Committees will conduct as much work as possible electronically and shall meet
710 during the scheduled time when necessary.
711
712 8. **BRC representative:** A member of the Baccalaureate Requirements Committee (BRC) shall
713 be identified to help each initial certification committee begin its work and shall be available
714 for consultation and help as needed.
715

716 C. Continuing Certification Committees

717
718 There are two continuing certification committees: Lower Division Certification Committee
719 (LDCC) and Upper Division Certification Committee (UDCC).
720

721 Lower Division Certification Committee (LDCC)

- 722
723 1. **Committee Charge:** The Lower Division Certification Committee (LDCC) will evaluate
724 and recommend lower division courses for meeting university-wide baccalaureate degree
725 requirements (Areas and/or Overlays) on the basis of how well they fulfill course
726 expectations and student learning outcomes for those requirements. The Committee's reasons
727 for recommending disapproval of any lower division course will be stated in writing to the
728 BRC and to the appropriate department chair and college dean in terms of the stated course
729 expectations and student learning outcomes specified for lower division courses. The LDC
730 will work with the appropriate assessment committee(s) and/or individual(s) to carry out
731 assessment of lower division courses designated as meeting baccalaureate degree
732 requirements on a rotating schedule (see the section titled "Assessment" below) to ensure
733 their continued currency and adequacy to satisfy assessment requirements. The chair of the
734 LDC is responsible for submitting a comprehensive written report to the BRC summarizing
735 the committee's actions, deliberations, and recommendations.
736
737 2. **Committee Membership:** The Lower Division Certification Committee shall be composed
738 of eleven voting members and two nonvoting members:
739

740
741
742
743
744
745
746
747
748
749
750
751
752
753
754
755
756
757
758
759
760
761
762
763
764
765
766
767
768
769
770
771
772
773
774
775
776
777
778
779
780
781
782
783
784
785

Voting Members

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

Nonvoting Members

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

3. **Quorum.** A quorum shall consist of six voting members.
4. **Committee Terms of Service:** All terms are for three years, except for the student representative who will serve for one year. Members may be re-elected and may serve successive terms; there are no term limits. Terms of membership will not be staggered initially. If a position is vacated before a term is completed, a newly elected member will serve a full three-year term.
5. **Committee Chair:** The chair will be elected by the members of the Lower Division Certification Committee and is encouraged to attend the BRC meetings as a nonvoting member of BRC.
6. **Lower Division Certification Committee Responsibilities:** Members of the Lower Division Certification Committee will:
 - recommend approval/disapproval to the Baccalaureate Requirements Committee (BRC) of new and revised course proposals based on their adequacy in meeting the specified course expectations and student learning outcomes for lower division classes designated as meeting university-wide requirements;
 - forward to BRC any dissenting opinions;
 - ensure that all approved and proposed lower division courses continue to meet the course expectations and student learning outcomes specified in the General Education policy by reviewing re-certification materials submitted to the committee on a four-year rotating schedule;
 - request consultation with faculty concerning the review of courses that fail to meet the course expectations and student learning outcomes for lower division classes designated as meeting university-wide requirements;

- 786
- 787
- 788
- 789
- 790
- 791
- 792
- 793
- 794
- 795
- 796
- 797
- 798
- recommend to the BRC in writing its reasons for requesting deletion of courses that fail to meet the course expectations and student learning outcomes for lower division classes designated meeting university-wide requirements after consulting with all involved parties;
 - work closely with the BRC and the Dean of Undergraduate Studies to ensure accessibility (including time of day offerings) and to resolve persistent problems in university-wide requirements;
 - implement the approved assessment plan for evaluating lower division courses as well as the overall effectiveness of lower division courses in meeting the course expectations and student learning outcomes; and
 - constitute ad hoc committees of faculty with expertise in a particular area to provide advice.

799 **Upper Division Certification Committee (UDCC)**

800

801 1. **Committee Charge:** The Upper Division Certification Committee (UDCC) will evaluate

802 and recommend upper division courses for meeting university-wide baccalaureate degree

803 requirements (Areas and/or Overlays) on the basis of how well they fulfill course

804 expectations and student learning outcomes for those requirements. The Committee's reasons

805 for recommending disapproval of any upper division course will be stated in writing to the

806 BRC and to the appropriate department chairs and college deans in terms of the stated course

807 expectations and student learning outcomes specified for upper division courses. The UDC

808 will work with the University Academic Assessment Advisory Committee (UAAAC) to

809 carry out assessment of upper division courses meeting university-wide baccalaureate degree

810 requirements on a rotating schedule (see the section titled "Assessment" below) to ensure

811 their continued currency and adequacy to satisfy requirements. The chair of the UDC is

812 responsible for submitting a comprehensive written report to the BRC summarizing the

813 committee's actions, deliberations, and recommendations.

814

815 2. **Committee Membership:** The Upper Division Committee shall be composed of eleven

816 voting members and two nonvoting members:

817

818 Voting Members

819 Eight college representatives elected from and by the faculty (one from each college):

820 Behavioral and Social Sciences, Business, Creative Arts, Education, Ethnic Studies,

821 Health and Human Services, Humanities and Science and Engineering.

822 One faculty representative from the Library elected by librarians.

823 One representative elected from the Advising Center.

824 One student representative selected by the Associated Students Board of Directors.

825

826 Nonvoting Members

827 One representative from BRC, as a nonvoting member.

828 The Dean of Undergraduate Studies, or the Dean's designee, as a nonvoting member.

829

830 The Academic Senate shall notify Deans, the University Librarian, the Director of the

831 Advising Center, and Associated Students Governing Board when there is a vacancy in their

832 units. Faculty members in their respective units will elect their representatives. The Advising
833 Center and the Associated Students Governing Board shall choose a representative by their
834 usual procedures for selecting committee members. In the case of a vacancy within a term of
835 service, Deans and their equivalences may appoint a replacement until the next election in
836 that unit.

- 837
- 838 3. **Quorum.** A quorum shall consist of six voting members.
839
- 840 4. **Committee Terms of Service:** All terms are for three years, except for the student
841 representative who will serve for one year. Members may be re-elected and serve successive
842 terms; there are no term limits. Terms of membership will not be staggered initially. If a
843 position is vacated before a term is completed, a newly elected member will serve a full
844 three-year term.
845
- 846 5. **Committee Chair:** The chair will be elected by the members of the Upper Division
847 Certification Committee and is encouraged to attend the BRC meetings as a nonvoting
848 member of BRC.
849
- 850 6. **Upper Division Certification Committee Responsibilities:** Members of the Upper Division
851 Certification Committee will:
- 852 • recommend approval/disapproval to the Baccalaureate Requirements Committee (BRC)
853 of new and revised course proposals based on their adequacy in meeting the specified
854 course expectations and student learning outcomes for upper division classes designated
855 as meeting university-wide requirements;
 - 856 • forward to BRC any dissenting opinions;
 - 857 • ensure that all approved and proposed upper division courses continue to meet the course
858 expectations and student learning outcomes specified in the General Education policy by
859 reviewing re-certification materials submitted to the committee on a four-year rotating
860 schedule;
 - 861 • request consultation with faculty concerning the review of courses that fail to meet the
862 course expectations and student learning outcomes for upper division classes designated
863 as meeting university-wide requirements;
 - 864 • recommend to the BRC in writing its reasons for requesting deletion of courses that fail
865 to meet the course expectations and student learning outcomes for upper division classes
866 designated meeting university-wide requirements after consulting with all involved
867 parties;
 - 868 • work closely with the BRC and the Dean of Undergraduate Studies to ensure accessibility
869 (including time of day offerings) and to resolve persistent problems in university-wide
870 requirements;
 - 871 • implement the approved assessment plan for evaluating upper division courses as well as
872 the overall effectiveness of upper division courses in meeting the course expectations and
873 student learning outcomes; and
 - 874 • constitute ad hoc committees of faculty with expertise in a particular area to provide
875 advice.
876

877 **VII. Demonstrating Compliance with Requirements**

878

879 Within two years of the approval of this policy, programs offering majors, minors, and
880 certificates must submit a report to the appropriate dean demonstrating compliance with this
881 policy. Programs will also be required to demonstrate compliance at the time of Program
882 Review.

883

884 **VIII. Implications for Previous Curriculum and Policy**

885

886 Upon approval of this proposal, attenuated policies related to previous general education
887 requirements, governance structures, major, minor, and certificates are superseded.

Draft