

# Requirements for Baccalaureate Degrees, Majors, Concentrations, Minors, and Certificates

Academic Senate Policy #F10-255  
(Formerly #S10-255)

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**I. Introduction**

This document delineates the components, expectations, philosophy, and requirements of Baccalaureate Degrees and Certificates awarded by San Francisco State University. It is intended to provide understanding and guidance to those who are charged with the responsibility for creating, maintaining, approving, and evaluating undergraduate curriculum; and to provide specific identification of the requirements for the Bachelor of Arts, Bachelor of Music, and Bachelor of Science, majors, minors, and certificates awarded by San Francisco State University. This document replaces or amends several policy documents approved by the Academic Senate and President of San Francisco State University from 1977 through 2009; the policies attenuated or superseded by this document are identified in section VIII.

In the fall of 2005, the Academic Senate created the Graduation Requirements Task Force (GRTF) and called for an assessment of “the appropriateness and value of the university-wide baccalaureate degree requirements currently required of all San Francisco State University undergraduate students” (Academic Senate Policy #F05-237, p. 1). This assessment and the GRTF’s development of new undergraduate degree requirements reflect the significant changes in both faculty and curriculum that have occurred since 1981, the last time a similar comprehensive review had been undertaken at San Francisco State University. The GRTF considered the kind of preparation required for success in the twenty-first century, the needs of the communities we serve, and the primary values and character of our university that we hoped our baccalaureate students would take with them. Each recommendation made by the GRTF was reviewed in light of the educational goals, desires to integrate values and skills across requirements, faculty interests and expertise, and various practical considerations given our large and diverse student body. The review process included self-studies, an external review, extensive consultations on and off campus, multiple proposals, anonymous surveys, formal and informal feedback, and revisions.

After extensive consultation and revisions, the GRTF submitted a statement of “Educational Goals for the Baccalaureate at San Francisco State University” to the Academic Senate for its review; the Academic Senate endorsed those educational goals on March 11, 2008 (see Appendix A). The educational goals, as well as best practices identified through the review process, informed the GRTF’s development of a set of recommendations regarding specific degree requirements, course expectations, student learning outcomes, majors, minors, and certificates. Those recommendations, and the educational philosophy upon which they are built, are described in the GRTF’s final report, “Graduation Requirements Task Force (GRTF) Recommendations: Baccalaureate Degree Requirements at San Francisco State University,” submitted on November 20, 2009, to the Academic Senate. The GRTF report succinctly explains the components, expectations, and philosophy of a San Francisco State University baccalaureate degree. Elements of that report are included in the appendices. The report itself should also be considered as a general reference to assist the reader in fully understanding this policy document.

## **II. General Education and other requirements common to all Baccalaureate Degrees**

All baccalaureate degree programs include “university-wide” requirements as articulated in the following categories:

- 1) General Education, including US/California History/Government requirements
- 2) American Ethnic and Racial Minorities requirement
- 3) Environmental Sustainability requirement
- 4) Global Perspectives requirement
- 5) Social Justice requirement
- 6) Minimum grade-point average requirements
- 7) Residence requirement
- 8) Minimum credit-hour requirement
- 9) Minimum upper-division credit-hour requirement
- 10) Written English requirements

The specific requirements for each category are described in the appendices following several statements on how these requirements may be satisfied.

In addition, baccalaureate degrees may be awarded by San Francisco State University when students in addition satisfy the two following requirements:

- 1) For B.A. degrees, complementary studies requirement
- 2) Specialized (major) program of study requirements

A student’s diploma and transcript shall indicate the major, concentration, minor, certificate, and complementary studies earned by the student. The student’s transcript may also list other accomplishments, such as hours of community service learning classes, as approved by the Academic Senate and President.

### **A. Methods of satisfying general education and other degree requirements**

#### **1. Overlays**

Requirements that are referred to as “overlays” may be fulfilled by any course (one in general education, a major, a minor, a certificate, complementary studies, or an elective) that carries the

overlay designation. Because an overlay course may fulfill more than one requirement, an overlay may be completed without taking additional units. A single course may fulfill more than one university-wide requirement and may be listed in more than one place, if it meets all of the course expectations and student learning outcomes for the specified requirement. Courses that satisfy the overlay requirements must be a minimum of 3 units.

## 2. Unlimited Double Counting

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

## 3. Transfer Students

Transfer students may complete the 39 units of lower division university-wide requirements, overlay requirements, and lower-division courses in a major, minor, or certificate program, at another campus, if those units have been approved through an approved articulation system or an approved evaluation process. Transfer students who have not completed the equivalent of Written Communication II will have to do so as a prerequisite to GWAR (Graduation Writing Assessment Requirement) courses. Transfer students who do not complete overlay requirements elsewhere will have to complete them at San Francisco State University.

## B. General Education Requirements

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

All students who earn baccalaureate degrees at San Francisco State University must complete a minimum of 48 units (39 lower division and 9 upper division) of university-wide requirements. The courses taken to fulfill these 48 units may vary for transfer students and students who begin their studies at San Francisco State University, but both types of students must complete the requirements specified in Table 1.

<b>Table 1: General Education Requirements of all baccalaureate degrees.</b>			
Requirement	Course level	Units	E.O. 1033 area designation

Oral Communication	LD	3	A
Written English Communication I	LD	3	A
Critical Thinking	LD	3	A
Written English Communication II	LD	3	
Physical Science	LD	3	B
Life Science	LD	3	B
Lab Science	LD	1 *	B
Mathematics/Quantitative Reasoning	LD	3	B
Arts	LD	3	C
Humanities: Literature	LD	3	C
Arts and/or Humanities	LD	3	C
Social Sciences	LD	3	D
Social Sciences: US History	LD	3	D
Social Sciences: US & CA Government	LD	3	D
Lifelong Learning and Self-Development (LLD)	LD or UD	3 *	E
Physical and/or Life Science	UD	3	B
Arts and/or Humanities	UD	3	C
Social Sciences	UD	3	D
American Ethnic and Racial Minorities (AERM)	LD or UD	3 *	
Environmental Sustainability (ES)	LD or UD	3 *	
Global Perspectives (GP)	LD or UD	3*	
Social Justice (SJ)	LD or UD	3 *	
Notes: LD = lower division; UD = upper division; * = overlay requirement. For overlays, the unit requirement can be satisfied by either an independent course or a course that also satisfies another general education requirement. For example, a 3-unit physical science course that includes a 1-unit laboratory component satisfies both the 3-unit physical science requirement and the 1-unit lab science requirement.			

### C. Structure for Upper-Division General Education

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

#### 1. Topical Perspectives Option

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

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

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

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

## **2. Integrated Studies Option**

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

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

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

### **3. Study Abroad Option**

(9 units minimum; must be taken in residence at either a CSU-approved Study Abroad institution or at San Francisco State University)

Students must complete a minimum of three courses, which total at least nine semester units, with a minimum of five units taken in another nation in a CSU-approved Study Abroad program. Courses used to meet the upper division general education requirements through Study Abroad must be approved by a faculty advisor assigned by the Office of International Programs before a student leaves San Francisco State University. The three courses must be selected in the three CSU-mandated domains of knowledge and inquiry: (1) physical and/or life sciences, (2) arts and/or humanities, and (3) social sciences.

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

#### **D. American Ethnic and Racial Minorities Requirement**

All students must earn a passing or better grade (or “CR”) in a course (one in general education, a major, a minor, a certificate, complementary studies, or an elective) that is designated as an American Ethnic and Racial Minorities (AERM) course.

The student learning outcomes and course expectations for American Ethnic and Racial Minorities courses are described in the GRTF final report (see Appendix D).

#### **E. Environmental Sustainability Requirement**

All students must earn a passing or better grade (or “CR”) in a course (one in general education, a major, a minor, a certificate, complementary studies, or an elective) that is designated as an Environmental Sustainability (ES) Global Perspectives (GP) course.

The student learning outcomes and course expectations for Environmental Sustainability courses are described in the GRTF final report (see Appendix E).

#### **F. Global Perspectives Requirement**

All students must earn a passing or better grade (or “CR”) in a course (one in general education, a major, a minor, a certificate, complementary studies, or an elective) that is designated as a Global Perspectives (GP) course.

The student learning outcomes and course expectations for Global Perspectives courses are described in the GRTF final report (see Appendix F).

#### **G. Social Justice Requirement**

All students must earn a passing or better grade (or “CR”) in a course (one in general education, a major, a minor, a certificate, complementary studies, or an elective) that is designated as a Social Justice (SJ) course. The student learning outcomes and course expectations for Social Justice courses are described in the GRTF final report (see Appendix G).

## **H. Minimum Grade-point Average Requirement**

To be awarded a baccalaureate degree, students must have a grade point average (GPA) of at least 2.00 for all coursework used to satisfy degree requirements; a GPA of at least 2.00 for all coursework completed at San Francisco State University; and a GPA of at least 2.00 for all coursework used to satisfy the major or concentration requirements. Further, to be awarded a minor, a student must have a GPA of at least 2.00 for all coursework used to satisfy the minor requirements.

## **I. Residency Requirement**

To be awarded a baccalaureate degree, students must have completed at least 30 units at San Francisco State University, including at least 24 upper-division units. All students must complete the nine units of upper-division general education requirements at San Francisco State University. At least 12 units of courses used to complete major or concentration requirements must be completed in residence at San Francisco State University.

## **J. Minimum Credit-hour Requirement**

To be awarded a baccalaureate degree, students must have completed at least 120 semester units. These credits may have been earned at SFSU or at another institution, if that credit has been transferred to and approved by San Francisco State University.

## **K. Minimum Upper-division Credit-hour Requirement**

To be awarded a baccalaureate degree, students must have completed at least 40 semester units of upper-division courses.

## **L. Written English Requirements**

To be awarded a baccalaureate degree, students must have earned a C or better grade in Written English Communication I and Written English Communication II, or their equivalents, and satisfied the Graduation Writing Assessment Requirement.

# **III. Majors**

## **A. Requirements and restrictions of all major programs**

### **1. Educational Goals**

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

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

### **2. Prerequisites**

Major programs must comply with the following prerequisite rules and the requisite disclosures must appear in the University Bulletin:

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

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.

### **3. Lower Division Classes**

Major programs are encouraged to allow at least 6 units of lower-division credit to be counted in the major.

### **4. Writing in the Major**

Major programs must require that majors complete a GVAR (Graduation Writing Assessment Requirement) course. In addition major programs should provide intensive experiences, as defined by the program, at the senior level. Major programs are encouraged, but not required, to provide capstone courses or other culminating experiences.

### **5. Technology Related to the Major**

Major programs must include curriculum appropriate instruction, as defined by the program, 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 should ensure their majors receive this instruction.

### **6. High Impact Educational Practices**

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

### **7. Flexibility and Advising**

Major programs are encouraged, but not required, to offer students multiple options for completing requirements, when appropriate to do so, and review prerequisites with consideration for what lower-division students and first-semester transfer students would be able to take. Major programs are also encouraged to include on their websites documents students can use to plan the completion of their major.

## **B. Requirements and restrictions specific to Bachelor of Science degree programs**

### **1. Minimum and maximum number of units**

Ordinarily, Bachelor of Science major programs may not require less than 40 nor more than 70 units 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.)

## **C. Requirements and restrictions specific to Bachelor of Music degree programs**

### **1. Minimum and maximum number of units**

Ordinarily, Bachelor of Music major programs require 70 units 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.)

## **D. Requirements and restrictions specific to Bachelor of Arts degree programs**

### **1. Minimum and maximum number of units**

Ordinarily, Bachelor of Arts major programs may not require less than 24 nor more than 45 units 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.)

### **2. Complementary Studies Requirement for Majors in BA degree programs**

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 that fulfill complementary studies units may be lower or upper division units, resident or transfer units, or units taken in approved study abroad programs. B.A. programs may decide how many, if any, of the complementary units may be counted in the major, and they may designate specific courses to be taken for complementary studies credit or they may develop advising protocols to guide students through this process. Students who complete two majors or a major and a minor automatically complete the complementary studies requirement. Complementary studies units may be included in the maximum units allowed for B.A. degrees (i.e., 45 units) or they may be in addition to that maximum (i.e., 45 units in the major plus 12 additional units in complementary studies.) If complementary studies units are listed as part of the major, the maximum for this combined total is 57 units.

Major programs submit their descriptions of complementary studies for their majors for review and approval by the Curriculum Review and Approval Committee. These descriptions will also

be evaluated as part of the program review process as programs come up for review. Examples of complementary studies requirements can be found in Appendix I. Students earning Bachelor of Music or Bachelor of Science degrees do not have to complete the complementary studies requirement.

## **IV. Minors**

### **A. Definition of Minors**

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

### **B. Prerequisites**

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

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

### **C. Criteria for Minors**

- 1) The program is to consist of a minimum of 12 semester units and a maximum of 24 units.
- 2) Credit by examination is permitted in accordance with established university regulations.
- 3) All course work used to satisfy the requirements of a minor must be completed with a minimum grade point average of 2.0.
- 4) A minimum of one-half of the units for the minor program should be in upper division courses, unless a specific exception has been granted; every minor must require at least 6 upper division units.
- 5) Normally, no more than one-half of the units used to meet the requirements for the minor may be transfer units.
- 6) A maximum of three units in the minor may be devoted to internships and/or independent study unless a specific exception has been granted in advance.

- 7) All courses that meet the requirements of a minor may be used, as appropriate, simultaneously to meet requirements in general education, credentials, certificates, or complementary studies.
- 8) The curriculum in minor programs must contribute to at least four of the six goals described in “Educational Goals for the Baccalaureate at San Francisco State University” and minor programs must provide information in their program reviews about how they are contributing to those goals.
- 9) Students may not complete a major and minor in the same discipline (i.e., within the same HEGIS code).

## **V. Certificates**

### **A. Definition of Undergraduate Certificates**

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

### **B. Prerequisites**

Certificates must comply with the following prerequisite rules and the requisite disclosures must appear in the University Bulletin:

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

### **C. Criteria for Undergraduate Certificates**

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

- 2) Credit by examination is permitted in accordance with established university regulations.
- 3) All course work used to satisfy the requirements of an undergraduate certificate must be completed with a minimum grade point average of 2.0.
- 4) Normally, no more than one-half of the units used to meet the requirements for the certificate may be transfer units.
- 5) A maximum of three units in the certificate may be devoted to internships and/or independent study unless a specific exception has been granted in advance.
- 6) All courses for meeting the requirements of a certificate may be used, as appropriate, simultaneously to meet requirements in general education, credentials, or complementary studies.
- 7) Before completing any certificate, students must demonstrate an appropriate level of writing competency. The appropriate level shall be determined by the program proposers in consultation with the Committee on Written English Proficiency. Each certificate program proposal must specify how the above steps are to be accomplished.
- 8) Matriculated students may complete certificates while enrolled in degree programs. Non-matriculated students may complete certificates through Open University or the College of Extended Learning.

## **VI. Oversight and Approval Process for Baccalaureate degrees, majors, concentrations, minors, and certificates.**

### **A. Oversight and Approval Process for University-Wide Requirements**

The Baccalaureate Requirements Committee (BRC) will oversee all activities related to university-wide degree requirements, including the approval process for courses to be certified as satisfying any university-wide requirements. The approval process for courses to be certified as satisfying any university-wide requirements involves two different committee structures: Seven temporary “Initial Certification Committees” will be established to carry out the initial certification of courses that satisfy general education and overlay requirements. When the BRC has determined that the initial certification process is completed, it will inform the Academic Senate that the seven initial certification committees should be dissolved and that two permanent committees, the Lower Division Certification Committee (LDCC) and the Upper Division Certification Committee (UDCC), should be established. The charge and membership of these committees are described below. Proposals to establish new and to revise existing courses to satisfy the course expectations and student learning outcomes described in this document and its appendices must comply with Academic Senate policy #S91-170, Guiding Principles for Review and Approval of New or Revised Courses.

#### **1. Baccalaureate Requirements Committee (BRC)**

##### **a. Committee Charge**

The Baccalaureate Requirements Committee (BRC) will be responsible for developing, reviewing, recommending, and publicizing the policies, principles and procedures, and guidelines that govern university-wide requirements for baccalaureate degrees. The BRC will respond to and initiate adjustments in program principles, course expectations, student learning outcomes, and the program curriculum as changing times and needs indicate. The BRC will submit its decisions and recommendations to the Academic Senate, the Provost, and the Dean of Undergraduate Studies. Upon final approval, the Dean of Undergraduate Studies, in cooperation

with the BRC, will facilitate the implementation of program policies, procedures, guidelines, and agreed upon curricular adjustments and will ensure that all areas within university-wide baccalaureate degree requirements are responsibly and adequately represented. Members of the BRC will:

- 1) Review all policies, procedures, reviews, approvals, implementations and disseminations related to university-wide baccalaureate degree requirements;
- 2) recommend changes in policies related to university-wide baccalaureate degree requirements to the Academic Senate;
- 3) monitor and review recommendations and reports made by the established university-wide baccalaureate degree requirements subcommittees;
- 4) manage the terms of service and work distribution between the initial and continuing university-wide baccalaureate degree requirements subcommittees;
- 5) initiate the selection of university-wide baccalaureate degree requirements subcommittees;
- 6) act as a board of appeals on all policy and procedural matters related to university-wide baccalaureate degree requirements;
- 7) act as the final faculty committee for review of course proposals for university-wide requirements for baccalaureate degrees and make its recommendations through the Dean of Undergraduate Studies to the Provost;
- 8) request data, reports, and information from the Dean of Undergraduate studies regarding all aspects of implementing, delivering, and evaluating university-wide baccalaureate degree requirements;
- 9) review recommendations and reports submitted at least annually by the Director of Advising; and
- 10) have primary responsibility for increasing campus awareness and understanding of baccalaureate requirements.

#### **b. Committee Membership**

The Baccalaureate Requirements Committee shall be composed of the following members:

##### Voting Members

- One college representative elected from and by the faculty
- One faculty representative from the Library elected by librarians.
- One representative elected by faculty with Liberal Studies appointments.
- One representative selected from the Advising Center professional staff by the director of the Undergraduate Advising Center.
- One representative selected from the Student Affairs area professional staff by the associate vice president for Student Affairs.
- One student representative selected by the Associated Students Board of Directors.
- One representative appointed by the Academic Senate.

##### Nonvoting Members

- The Dean of Undergraduate Studies or the Dean's designee.
- One representative from Enrollment Management.
- One representative from the University Academic Assessment Advisory Committee.

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

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

### **c. Quorum**

A quorum for BRC shall consist of a majority of voting members.

### **d. BRC Terms of Service**

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

### **e. Committee Chair**

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

### **f. BRC and the Academic Senate**

BRC may approve the certification and decertification of courses in consultation with the Initial, Lower Division, and Upper Division Certification committees; but recommendations for policy changes require the approval of the Academic Senate and President. When BRC wishes to make policy changes, the Chair of BRC will forward those recommendations to the Academic Senate. The Chair of the BRC will make two reports each semester to the Executive Committee of the Academic Senate regarding BRC’s work and will address the Academic Senate as requested by the Executive Committee of the Academic Senate.

## **2. Initial Certification Committees**

There shall be seven committees to carry out the initial certification of courses meeting university requirements at San Francisco State University. Separate committees will be constituted for review of courses for inclusion in Areas A, B, C, D, E, as well as one committee to review all courses submitted to meet one of the four overlays (i.e. AERM, GP, Environmental Sustainability and/or SJ.). There shall be one committee to carry out the initial certification of courses for inclusion in the Topical Perspectives option and Integrated Study option of the upper division General Education program. (No certification committee will exist for the Study Abroad option since programs are constructed on an individual basis.)

### **a. Committee Charge**

The initial certification committees will evaluate and recommend to the Baccalaureate Requirements Committee (BRC; details about BRC appear in the section titled “Continuing

Certification and Monitoring” below) course proposals for meeting university-wide baccalaureate degree requirements on the basis of how well they fulfill course expectations and student learning outcomes for those requirements. It is expected that initial certification committees will develop streamlined processes that both ensure that approved courses meet the expected learning objectives but that are not overly burdensome on those submitting proposals. The committees will also consider the overall viability of the Area, including accessibility of sufficient courses in the Area to meet student needs. The committee may consider things such as prerequisites and offering frequency and patterns when determining whether a given Area will be able to meet student demand. The committees will also review the degree to which courses within an Area, especially at the upper division level, have a sufficient number of courses which meet overlay requirements to make it likely that students will have adequate access to those requirements. If a committee has concerns about sufficient offerings, those concerns should be brought to the attention of the Dean of Undergraduate Studies who will then work with College Deans to acquire sufficient offerings. Faculty may also propose to the committees co-curricular activities to meet university-wide requirements (e.g., in a given year when the national debate topic is international in scope, the Director of the Debate Team might propose that members of the debate team get credit for the global perspectives requirement, or if the goals of a learning community are consistent with a requirement the faculty advisor might request that members of that community receive credit for that requirement).

#### **b. Review of Committee Recommendations**

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

#### **c. Committee Membership**

The Initial Certification Committees will be composed of the following members:

- One faculty representative from each of the colleges:
- One faculty representative from the Library.
- One Academic Advising Professional.
- One representative from the Liberal Studies Council. The committee reviewing Upper Division General Education Requirements shall instead have one representative from the University Interdisciplinary Council.
- One representative from the Associated Students (ASI).

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

#### **d. Committee Terms of Service**

All terms are for one to three years as determined by the BRC, or until the initial certification process is complete. 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 term.

#### **e. Committee Chairs**

The chair of each committee will be elected by the members of the Committee.

#### **f. Meeting times**

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

#### **g. BRC representative**

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

### **3. Lower Division Certification Committee (LDCC)**

#### **a. Committee Charge**

After the initial certification period has passed, the Lower Division Certification Committee (LDCC) will be constituted. Its purpose will be to evaluate and recommend lower division courses for meeting university-wide baccalaureate degree requirements (Areas and/or Overlays) on the basis of how well they fulfill course expectations and student learning outcomes for those requirements. The Committee's reasons for recommending disapproval of any lower division course will be stated in writing to the BRC and to the appropriate department chair and college dean in terms of the stated course expectations and student learning outcomes specified for lower division courses. The LDCC will work with the University Academic Assessment Advisory Committee (UAAAC) to carry out assessment of lower division courses designated as meeting baccalaureate degree requirements on a rotating schedule to ensure their continued currency and adequacy to satisfy assessment requirements. The chair of the LDC is responsible for submitting a comprehensive written report to the BRC summarizing the committee's actions, deliberations, and recommendations.

#### **b. Committee Membership**

The Lower Division Certification Committee shall be composed the following members:

##### **Voting Members**

- One college representatives elected from and by the faculty
- One faculty representative from the Library elected by librarians.
- One representative selected from the Advising Center professional staff by the director of the Undergraduate 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.

**c. Quorum**

A quorum shall consist of a majority of voting members.

**d. 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.

**e. 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.

**f. Lower Division Certification Committee Responsibilities**

Members of the Lower Division Certification Committee will:

- 1) 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;
- 2) forward to BRC any dissenting opinions;
- 3) 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;
- 4) 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;
- 5) 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;
- 6) 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;
- 7) 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
- 8) constitute ad hoc committees of faculty with expertise in a particular area to provide advice.

#### **4. Upper Division Certification Committee (UDCC)**

##### **a. Committee Charge**

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

##### **b. Committee Membership**

The Upper Division Committee shall be composed of the following:

###### **Voting Members**

- One college representatives elected from and by the faculty
- One faculty representative from the Library elected by librarians.
- One representative selected from the Advising Center professional staff by the director of the Undergraduate Advising Center.
- One student representative selected by the Associated Students Board of Directors.

###### **Nonvoting Members**

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

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

##### **c. Quorum**

A quorum shall consist of a majority of voting members.

##### **d. Committee Terms of Service**

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

##### **e. Committee Chair**

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

## **f. Upper Division Certification Committee Responsibilities**

Members of the Upper Division Certification Committee will:

- 1) Recommend approval/disapproval to the Baccalaureate Requirements Committee (BRC) of new and revised course proposals based on their adequacy in meeting the specified course expectations and student learning outcomes for upper-division classes designated as meeting university-wide requirements;
- 2) forward to BRC any dissenting opinions;
- 3) ensure that all approved and proposed upper-division courses continue to meet the course expectations and student learning outcomes specified in the General Education policy by reviewing re-certification materials submitted to the committee on a four-year rotating schedule;
- 4) request consultation with faculty concerning the review of courses that fail to meet the course expectations and student learning outcomes for upper-division classes designated as meeting university-wide requirements;
- 5) recommend to the BRC in writing its reasons for requesting deletion of courses that fail to meet the course expectations and student learning outcomes for upper-division classes designated meeting university-wide requirements after consulting with all involved parties;
- 6) 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;
- 7) implement the approved assessment plan for evaluating upper division courses as well as the overall effectiveness of upper division courses in meeting the course expectations and student learning outcomes; and
- 8) when necessary, constitute ad hoc committees of faculty with expertise in a particular area to provide advice.

## **B. Oversight and Approval Process for Major/Concentration Programs**

New major/concentration programs are subject to review and approval by the Provost's Office, the Curriculum and Review Committee, the Academic Senate, and the President.

Significant, detailed information is required for review and approval of a proposed new major program. Requests for approval of a major program should follow the format below.

### **1. General Procedures for Proposing Major and Concentration Programs**

Proposals for new major programs typically require significant information on the resources needed to offer the program and the anticipated demand for the program. Departments, Programs, Colleges, or groups of faculty who wish to develop a new major program should consult with the university curriculum coordinator very early in the planning stages to learn the requirements of and procedures to gain approval for new major programs.

Proposals for new concentrations that represent a bifurcation or other splitting of an existing major program usually do not require as much information as those for new major programs. Departments, Programs, Colleges, or groups of faculty who wish to develop new concentrations for existing major programs should consult with the university curriculum coordinator very early in the planning stages to learn the requirements of and procedures to gain approval for the new concentration programs.

Proposals to revise existing major and concentration programs should follow the steps listed below.

## **2. General Procedures for Proposing Revisions to Major and Concentration Programs**

- 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, including review by the Curriculum Review and Approval Committee, the Academic Senate, the Provost, and the President. At each level of review, the proposal may be approved, denied, or returned for additional information.
- 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 major and concentration 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 major or concentration 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 such majors or concentrations. The Director of Admissions and Records should report to the Provost each year on the number and type of majors and concentrations completed.

## **3. Procedures for Proposing Interdisciplinary Majors and Concentrations**

In addition to following the general procedures listed above, the development of interdisciplinary proposals includes the following steps:

- 1) A "Prospectus" is prepared on the new major or concentration to include:
  - a) proposed title of new major or concentration and general subject areas likely to be included in the program
  - b) statement of need for and/or desirability of new major or concentration in relation to the mission of the institution;
  - c) expected clientele (i.e., type and numbers) for this new program;
  - d) a statement of resources (including library resources) which are likely to be required and a statement of impact on other programs of the University;
  - e) names of sponsors which must include representatives from each disciplinary area likely to be involved in offering the program.
- 2) The Prospectus is submitted to the Dean of Undergraduate Studies who will be responsible for its dissemination to all College Deans for information purposes and for coordinating its review by the University Interdisciplinary Council and approval by the Vice President for Academic Affairs.
- 3) Development, Approval, and Implementation of Formal Program Proposal

- a) After the major or concentration is approved for inclusion in the Academic Master Plan, the University Interdisciplinary Council in consultation with the original program proposers shall designate a formal Program Committee to include as many of the original program proposers as desire to serve, plus others as appropriate.
- b) Program Committee prepares curriculum of new major or concentration utilizing the general procedures for proposing majors (see above).
- c) Completed program proposal is directed to appropriate College Dean for appropriate consultations and endorsements.
- d) After College endorsements are received, final proposal is submitted to the University Interdisciplinary Council, CRAC, Academic Senate, Provost, and where necessary, the Chancellor's Office for final approval.
- e) Major/concentration is assigned an administrative home per the guidelines of the Interdisciplinary Studies Task Force Report.
- f) On-going oversight and evaluation responsibilities for the new program are shared by the University Interdisciplinary Council and the Provost's Office.

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

### **C. Oversight and Approval Process for Minor Programs**

New minor programs are subject to review and approval by the Provost's Office, the Curriculum and Review Committee, the Academic Senate, and the President.

The information required for review and approval of a proposed minor program is less detailed than for a full degree major program. Requests for approval of a minor program should follow the format below.

#### **1. General Procedures for Proposing Minors**

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

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

## **2. Procedures for Proposing Interdisciplinary Minors**

In addition to following the general procedures listed above, the development of interdisciplinary proposals includes the following steps:

- 4) A "Prospectus" is prepared on the new minor to include:
  - a. proposed title of new minor and general subject areas likely to be included in the program
  - b. statement of need for and/or desirability of new minor in relation to the mission of the institution;
  - c. expected clientele (i.e., type and numbers) for this new program;
  - d. a statement of resources (including library resources) which are likely to be required and a statement of impact on other programs of the University;
  - e. names of sponsors which must include representatives from each disciplinary area likely to be involved in offering the program.
- 5) The Prospectus is submitted to the Dean of Undergraduate Studies who will be responsible for its dissemination to all College Deans for information purposes and for coordinating its review by the University Interdisciplinary Council and approval by the Vice President for Academic Affairs.
- 6) Development, Approval, and Implementation of Formal Program Proposal
  - a. After the minor is approved for inclusion in the Academic Master Plan, the University Interdisciplinary Council in consultation with the original program proposers shall designate a formal Program Committee to include as many of the original program proposers as desire to serve, plus others as appropriate.
  - b. Program Committee prepares curriculum of new minor utilizing the general procedures for proposing minors (see above).
  - c. Completed program proposal is directed to appropriate College Dean for appropriate consultations and endorsements.
  - d. After College endorsements are received, final proposal is submitted to the University Interdisciplinary Council, CRAC, Academic Senate, Provost, and where necessary, the Chancellor's Office for final approval.
  - e. Minor is assigned an administrative home per the guidelines of the Interdisciplinary Studies Task Force Report.
  - f. On-going oversight and evaluation responsibilities for the new program are shared by the University Interdisciplinary Council and the Provost's Office.

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

## **D. Oversight and Approval Process for Certificate Programs**

New certificate programs are subject to review and approval by the Provost's Office, the Curriculum and Review Committee, the Academic Senate, and the President.

The information required for review and approval of a proposed certificate program is less detailed than for a full degree major program. Requests for approval of a certificate program should follow the format below.

### **1. General Procedures for Proposing Undergraduate Certificates**

- 1) Proposals ordinarily shall be initiated by Departments, Programs, or Colleges of the University, and following College approval shall be processed through the regular program review process of the University in the same manner as other new and revised curricular programs.
- 2) Proposals should be submitted in the format prescribed. Copies of the guidelines are available from the Office of the Provost.
- 3) The sponsoring unit (i.e., program, department, school, college, interdisciplinary area) must designate an appropriate faculty member who will be responsible for coordinating the program. As may be appropriate, this may be the department chair.
- 4) All officially approved certificate programs should be described in the University *Bulletin*.
- 5) All 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 certificates. The Director of Admissions and Records should report to the Provost each year on the number and type of certificates completed.

### **2. Procedures for Proposing Interdisciplinary Undergraduate Certificates**

In addition to following the general procedures listed above, the development of interdisciplinary proposals includes the following steps:

- 1) A "Prospectus" is prepared on the new certificate to include:
  - a) proposed title of new certificate and general subject areas likely to be included in the program
  - b) statement of need for and/or desirability of new certificate in relation to the mission of the institution;
  - c) expected clientele (i.e., type and numbers) for this new program;
  - d) a statement of resources (including library resources) which are likely to be required and a statement of impact on other programs of the University;
  - e) names of sponsors which must include representatives from each disciplinary area likely to be involved in offering the program.

- 2) The Prospectus is submitted to the Dean of Undergraduate Studies who will be responsible for its dissemination to all College Deans for information purposes and for coordinating its review by the University Interdisciplinary Council and approval by the Vice President for Academic Affairs.
- 3) Development, Approval, and Implementation of Formal Program Proposal
  - a) After the certificate is approved for inclusion in the Academic Master Plan, the University Interdisciplinary Council in consultation with the original program proposers shall designate a formal Program Committee to include as many of the original program proposers as desire to serve, plus others as appropriate.
  - b) Program Committee prepares curriculum of new minor utilizing the general procedures for proposing minors (see above).
  - c) Completed program proposal is directed to appropriate College Dean for appropriate consultations and endorsements.
  - d) After College endorsements are received, final proposal is submitted to the University Interdisciplinary Council, CRAC, Academic Senate, Provost, and where necessary, the Chancellor's Office for final approval.
  - e) Minor is assigned an administrative home per the guidelines of the Interdisciplinary Studies Task Force Report.

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

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

## **VII. Timeline for implementation of this policy**

### **A. Undergraduate Students**

Students who began their studies at San Francisco State University, at another California State University, or at a California community college prior to the approval of this policy and who maintain continuous enrollment can choose to satisfy either the requirements in effect when they began their studies (for university-wide requirements) and when they declared their major, concentration, minor, or certificate (for major, concentration, minor, or certificate requirements), or those in effect when they apply for the degree, major, concentration, minor, or certificate.

Students who begin their studies at San Francisco State University, at another California State University, or at a California community college, after the conversion date or who have not maintained continuous enrollment before the conversion date must satisfy the requirements specified in this policy or any revised requirements in effect before they begin their studies.

All students who submit a graduation application after the starting date may elect to satisfy the graduation requirements specified in this policy.

For the purpose of describing the implementation of this policy, “starting date” is defined as the date that the President approves this policy and “conversion date” is defined as the date that the Academic Senate reports to the Provost and President that sufficient courses have been approved to satisfy the requirements of this policy. “Continuous enrollment” is defined as matriculated attendance in at least one semester or two quarters each calendar year.

## **B. Current Major, Concentration, Minor, and Certificate Programs**

Within two years of the approval of this policy, all academic entities that offer major, concentration, minor, and certificate programs must submit a report to the Dean of Undergraduate Studies demonstrating compliance with this policy, including any exceptions to this policy approved by the Dean of Undergraduate Studies. Programs will also be required to demonstrate compliance at the time of Program Review.

## **C. Approval of new programs**

Once this policy is approved, all proposals to revise current or establish new major programs, concentrations, minor, or certificates must demonstrate compliance with this policy or obtain an exception to this policy from the Dean of Undergraduate Studies before the proposal can be approved.

## **VIII. Implications for Existing Curriculum and Governance Policies**

Upon approval and full implementation, elements of existing San Francisco State University policies that conflict with this policy shall be superseded.

S77-016	Indication of concentration and minor on transcripts
F79-050	Undergraduate Minor Program
F80-063	Procedures for Submitting Proposals for New Options, Certificate Programs, Concentrations, Special Emphases, & Minors
S81-075	Interdisciplinary Minors
S84-082	Major in the Bachelor of Art Degree & in the Bachelor of Science Degree
F84-125	Requirement in U.S. History & Government
F85-135	Regulations for Meeting Graduation Requirements
S87-088	Certificate Program Guidelines
S91-170	Guiding Principles for Review and Approval of New or Revised Courses
S92-179	Multicultural Perspectives in the Curriculum
S99-207	Basic Information Competence Requirement

F05-064      General Education Program Policy Consolidation (This document consolidates all previously approved policies, amendments, and revisions of the GE policy dating from 1977 through 2001: S77-15, F80-64, S81-73, S82-91, S85-132, S88-64, F88-157, S89-162, S93-107, S99-64, S01-01 (Segment II Revision), S01-02 (Segment III Revision), F81-081.)

**Appendices  
For  
Requirements for Baccalaureate Degrees,  
Majors, Concentrations, Minors, and Certificates**

The appendices which follow provide supplemental information for Academic Senate policy S10-254 “Requirements for Baccalaureate Degrees, Majors, Concentrations, Minors, and Certificates. Only the Academic Senate, with approval of the President, can change Academic Senate policy S10-254 or the “Educational Goals for the Baccalaureate at San Francisco State University.” The other items in the appendices below are not Academic Senate Policy documents but provide some context for the intentions of S10-254. Consequently, the Baccalaureate Requirements Committee may make changes in the wording of course expectations, student learning outcomes, or extended descriptions or examples of requirements, without sending those changes to the Academic Senate for review, provided the changes do not call for changes in the policy document. The following is a list of the appendices that follow:

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## **Appendix A:**

### **Educational Goals for the Baccalaureate at San Francisco State University**

Endorsed by the Academic Senate on March 11, 2008

San Francisco State University undergraduates will emerge from their studies with a breadth and depth of knowledge and understanding developed from integrating their course work and academic experiences in both general education and in the major. The abilities, knowledge, and qualities of mind fostered by general education will be reinforced, extended, and deepened in the major. Students should pursue a secondary focus in addition to their major (e.g., a second major, minor, certificate). We expect the following interconnected educational outcomes from a baccalaureate of San Francisco State University:

1. **Competencies for Lifelong Intellectual Endeavor:** San Francisco State University's baccalaureate graduates will be competent in critical questioning and analysis, creative and independent thought, attentive reading and interpretation, written and other forms of communication, quantitative reasoning, research drawing upon a variety of resources, problem solving, and collaboration. Students should have knowledge of a language other than English.
2. **Intellectual Attainments:** Graduates will be conversant with the principal domains of knowledge associated with liberal learning: the sciences and mathematics, the social sciences, the humanities, and the arts. They will be able to apply the modes of inquiry associated with these domains and will have engaged questions and issues of enduring importance. They will also gain in-depth knowledge and understanding of at least one major course of study. These competencies and attainments will provide graduates with intellectual foundations for careers or for advanced study.
3. **Appreciation of Diversity:** Graduates will know, understand, and appreciate multiple forms and variations of human diversity, both within the United States and globally. Graduates will respect themselves and others. They will have obtained a historical perspective about the development of our diverse nation and will be able to engage in informed, civil discourse with persons different from themselves in intellectual and cultural outlook.
4. **Ethical Engagement:** Graduates will have an appreciation of the necessity and difficulty of making ethical choices, both private and public, and will be able to identify and analyze the values that inform those choices. Graduates will demonstrate ethical conduct in their own work and their acknowledgement of the work of others. Graduates will recognize their responsibility to work toward social justice and equity by contributing purposefully to the well-being of their local communities, their nations, and the people of the world, as well as to the sustainability of the natural environment.
5. **Integration and Application of Knowledge:** Graduates will know how to make connections among apparently disparate forms of knowledge and modes of inquiry across academic disciplines and between the principal domains of knowledge and their majors. They also will be able to place such knowledge and approaches within their cultural, historical, and sociopolitical contexts. Graduates will be able to apply academic knowledge to what is important in their own lives and to local and global communities.

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

## **Appendix B: Course Expectations, Student Learning Outcomes, and Links to Goals for Lower Division General Education**

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

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

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

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

To be certified by the Baccalaureate Requirements Committee as meeting the lower-division oral communication (A1) general education requirement,

1. The course must be lower division, open to all students, and may not have prerequisites.
2. The course must be graded on an A, B, C, NC basis.
3. At least one of the assignments must be related in some way to one or more of the following topics, drawn from the goals for the baccalaureate at San Francisco State University: (a) human diversity within the United States and/or globally; (b) ethical choices; (c) social justice; (d) the well-being of communities, nations, or the people of the world; (e) the sustainability of the natural environment; (f) applications of academic knowledge to what is important in one's own life; or (g) what unites us as human beings across time.
4. At least one of the assignments shall involve (a) utilizing a plan for acquiring and recording information employing basic search strategies to explore core sources, including library resources; (b) articulating and applying rudimentary criteria in evaluating information and sources; and (c) using and citing properly the information in assignments.
5. Assignments shall foster the understanding and value of academic integrity, and encourage students to take responsibility as an engaged person in various roles: student, learner, professional, and global citizen.
6. Some assignments or classroom activities should encourage the development of skills and strategies for working collaboratively.
7. At least one of the assignments must be related to one of the following: (a) plans for academic or co-curricular experiences on campus; (b) intellectual or social activities of university life (e.g., performances, exhibitions, lectures, etc.); (c) time and/or stress management; or (d) financial planning including money and credit management during college and/or after graduation.

8. The course syllabus must include references to assignments that are described above as part of the course expectations.
9. The course syllabus must include the university-approved student learning outcomes for oral communication and link them to activities and/or assignments that students complete to demonstrate they have met the outcomes.

### **Student Learning Outcomes for Lower Division Oral Communication (A1) (3units)**

After completion of a lower division general education course in oral communication, students will be able to:

1. effectively organize, construct, and deliver prepared and spontaneous presentations to groups of 20 or more, using the following:
  - a plan for acquiring and recording information using basic search strategies to explore core sources, including library resources;
  - careful assessment of claims, supporting materials, and arguments;
  - organizational principles leading to a coherent presentation focused on a main point and a reasonable number of supporting points given time constraints;
  - information and strategies that will facilitate listeners' understanding;
  - effective delivery techniques for oral communication;
2. articulate principles for making effective technologically-enhanced presentations;
3. effectively listen to prepared and spontaneous discourse by using the following:
  - active listening skills;
  - careful assessment of claims, supporting materials, and arguments;
4. demonstrate skills for working collaboratively, including articulating a perspective, rationale, and exchange of ideas in forming a group goal;
5. demonstrate perspective-taking skills, both as a speaker and a listener;
6. engage in informed civil discourse with persons different from themselves in intellectual and cultural outlook;
7. demonstrate ethical conduct in their communication including such practices as
  - accurate presentation of information;
  - appropriate citation of the ideas and words of others;
  - respectful treatment of others even when disagreeing;
  - acknowledgment of the importance of the privacy and confidentiality of others; and
  - acceptance of responsibility for the consequences of one's discourse;
8. reduce their own speech anxiety and project greater confidence as a speaker; and
9. apply communication principles in their personal lives and their communities.

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

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

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

## Course Expectations for Lower Division Written English Communication I (A2) (3units)

To be certified by the Baccalaureate Requirements Committee as meeting the lower-division written English communication (A2) general education requirement,

1. The course must be lower division, open to all students, and may not have any course prerequisites, but the course may use scores on the English Placement Test (EPT), exemptions, and/or scores on English as a Second Language Placement Test (ESLPT) to designate the appropriate course, given a student’s score(s).
2. The course must be graded on an A, B, C, NC basis.
3. Students will write 6,000-7,000 words of formal writing that demonstrate beginning college-level proficiency. There should be an opportunity for practice and feedback with revisions being included in the number of words.
4. Readings will be drawn from a variety of sources from different disciplinary perspectives and integrated throughout the course.
5. Readings will encourage reflection on the self as student, learner, professional and global citizen, and will promote understanding and appreciation of human diversity.
6. At least one assignment must address some aspect of being a college student [e.g., (a) a self-reflection on one’s personal literacy or intellectual history; (b) a review of an on-campus intellectual, social, or artistic event; (c) an exploration of a field of study and its related career opportunities; (d) a research-based analysis of issues facing new college students].
7. At least one of the assignments must be related in some way to one or more of the following topics, drawn from the goals for the baccalaureate at San Francisco State University: (a) human diversity within the United States and/or globally; (b) ethical choices; (c) social justice; (d) the well-being of communities, nations, or the people of the world; (e) the sustainability of the natural environment; (f) applications of academic knowledge to what is important in one’s own life; or (g) what unites us as human beings across time.

8. At least one of the assignments shall involve (a) utilizing a plan for acquiring and recording information employing basic search strategies to explore core sources, including library resources; (b) articulating and applying rudimentary criteria in evaluating information and sources; and (c) using and citing properly the information in assignments.
9. Assignments shall foster the understanding and value of academic integrity.
10. The course syllabus must include references to assignments that are described above as part of the course expectations.
11. The course syllabus must include the university-approved student learning outcomes for Written English Communication I and link them to activities and/or assignments that students complete to demonstrate they have met the outcomes.

### **Student Learning Outcomes for Lower Division Written English Communication I (A2) (3units)**

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

1. read actively and effectively; distinguish between main points and supporting evidence in texts for those points; think critically about information acquired from readings, research, and other sources;
2. understand writing as a process and use strategies for generating, revising, editing, and proofreading their own work; collaborate with others during the writing process, offering constructive criticism and accepting the criticism of others;
3. reflect on their own reading and writing processes as a means to achieving greater control of these processes and increased effectiveness as a reader and writer;
4. write effective expository prose with regard to purpose, audience, and genre; use revision techniques as understanding evolves to refine meanings;
5. utilize a plan for acquiring and recording information employing basic search strategies to explore core sources, including library resources; articulate and apply rudimentary criteria in evaluating information and sources, and use and cite properly the information in assignments;
6. use evidence successfully to support the central purpose of the writing; distinguish between adequate and inadequate support of the topic; demonstrate ethical conduct in appropriate use of sources;
7. demonstrate a basic familiarity with the rhetorical and grammatical conventions of reading and writing, including sentence variety, current usage, spelling and grammar; cite sources accurately, generally use conventions appropriate to the purpose, audience, and genre of the writing; and
8. demonstrate ethical conduct in their own writing and appropriate use and citation of the work of others.

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

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

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

### **Course Expectations for Lower Division Critical Thinking (A3) (3units)**

To be certified by the Baccalaureate Requirements Committee as meeting the lower-division critical thinking (A3) general education requirement,

1. The course must be lower division, open to all students, and may not have prerequisites.
2. The course must be graded on an A, B, C, NC basis.
3. At least one of the assignments must be related in some way to one or more of the following topics, drawn from the goals for the baccalaureate at San Francisco State University: (a) human diversity within the United States and/or globally; (b) ethical choices; (c) social justice; (d) the well-being of communities, nations, or the people of the world; (e) the sustainability of the natural environment; (f) applications of academic knowledge to what is important in one’s own life; or (g) what unites us as human beings across time.
4. At least one of the assignments shall involve (a) utilizing a plan for acquiring and recording information employing basic search strategies to explore core sources, including library resources; (b) articulating and applying rudimentary criteria in evaluating information and sources; and (c) using and citing properly the information in assignments.
5. Assignments shall foster the understanding and value of academic integrity, and encourage students to take responsibility as an engaged person in various roles: student, learner, professional, and global citizen.
6. Some assignments or classroom activities should encourage the development of skills and strategies for working collaboratively.
7. The course syllabus must include references to assignments that are described above as part of the course expectations.
8. The course syllabus must include the university-approved student learning outcomes for critical thinking and link them to activities and/or assignments that students complete to demonstrate they have met the outcomes.

### **Student Learning Outcomes for Lower Division Critical Thinking (A3) (3units)**

After completion of a lower division general education course in critical thinking, students will be able to:

1. understand and articulate basic principles of formal reasoning and their relation to language, and be able to communicate in language that meets the standards of logic;
2. analyze, criticize and advocate ideas;
3. identify common formal and informal fallacies of reasoning, both to avoid these in their own thinking and to criticize these in thinking presented to them;
4. construct elementary valid deductive arguments, including being able to identify and assess overtly expressed premises, suppressed premises, and conclusions;
5. construct elementary sound inductive arguments, including being able to identify and assess hypotheses and evidence;
6. distinguish matters of fact from issues of judgment or opinion, and construct arguments that reach valid or well-supported factual and judgmental conclusions; and
7. demonstrate ethical conduct in reasoning, meeting at least the following standards for respectful participation in the community of learners: accurately stating and not misrepresenting the strength of logical connections, not misleading others regarding the truth status of empirical claims, providing full citation or attribution of other people's views, adhering to the "principle of generosity" in reporting or interpreting other people's views.

### **Links between Educational Goals and Outcomes for Lower Division Critical Thinking**

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

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

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

To be certified by the Baccalaureate Requirements Committee as meeting the lower-division written English communication II (A4) general education requirement,

1. The course must be lower division and open to all students who have completed twelve or more units and who have completed Written English Communication I or its equivalent with a CR or C- or higher.
2. The course must be graded on an A, B, C, NC basis.

3. Assignments will yield 8000-10,000 words of formal writing and demonstrate college-level proficiency and address topics related to the goals articulated in “Educational Goals for the Baccalaureate at San Francisco State University.” There should be an opportunity for practice and feedback with revisions being included in the number of words.
4. Readings that (a) encourage students to reflect on topics related to the goals articulated in “Educational Goals for the Baccalaureate at San Francisco State University”; (b) come from a variety of sources, such as disciplinary texts, research reports, articles written for the general public, and literature; and (c) draw upon multiple domains of knowledge and engage questions and issues to which multiple disciplines can speak.
5. Assignments will encourage students to make connections across academic disciplines on subjects that have implications for themselves personally.
6. At least one of the assignments shall involve (a) utilizing a plan for acquiring and recording information employing advanced search strategies to examine a wide variety potential sources, including library resources; (b) articulating and applying advanced criteria in evaluating information and sources, including distinguishing scholarly/non-scholarly information and primary/secondary sources; and (c) using and citing properly the information in assignments.
7. The course syllabus must include references to assignments that are described above as part of the course expectations.
8. The course syllabus must include the university-approved student learning outcomes for Written English Communication II and link them to activities and/or assignments that students complete to demonstrate they have met the outcomes.

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

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

1. articulate, in written essays, their understanding and appreciation of multiple forms and variations of human diversity, both within the United States and globally;
2. articulate, in written essays, how they recognize their responsibility to work toward social justice and equity by contributing purposefully to the well-being of their local communities, their nations, and the people of the world, as well as to the sustainability of the natural environment;
3. read critically complex texts on topics related to the goals articulated in “Educational Goals for the Baccalaureate at San Francisco State University;” demonstrating the ability to integrate and synthesize information gained from readings, research, and other sources;
4. utilize a plan for acquiring and recording information employing advanced search strategies to examine a wide variety of potential sources, including library resources; articulate and apply advanced criteria in evaluating information and sources, including distinguishing scholarly/non-scholarly information and primary/secondary sources; and use and cite properly the information in assignments;

5. make use of a writing process that they know to be personally effective; alter their writing process, if necessary, to meet the demands of a specific task;
6. think reflectively about themselves as readers, writers, and learners in relationship to the goals articulated in “Educational Goals for the Baccalaureate at San Francisco State University”;
7. write complex, expository prose for a variety of purposes, audiences, and genres; incorporate feedback and revise as necessary for more effective presentation of ideas;
8. use evidence from a variety of sources successfully to support the central purpose of the writing; distinguish between adequate and inadequate support of the topic; demonstrate ethical conduct in appropriate use of sources;
9. demonstrate control of the rhetorical and grammatical conventions of reading and writing, including sentence variety, current usage, spelling and grammar; cite sources accurately, effectively use conventions appropriate to the purpose, audience, and genre of the writing; and
10. demonstrate ethical conduct in their work and their acknowledgment of the work of others.

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

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

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

### **Lower Division Scientific Inquiry and Quantitative Reasoning (Area B)**

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

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

To be certified by the Baccalaureate Requirements Committee as meeting the lower-division physical science (B1) general education requirement,

1. The course must be lower division and open to all students. Courses that are numbered between 100 and 199 may not have prerequisites other than passage of EPT, ESLPT,

ELM, or an exemption for one or more of these tests. Courses that are numbered between 200 and 299 may have a single prerequisite, but departments and programs must provide an adequate justification for that prerequisite. Typically, students should be eligible to enroll in lower division general education courses in their first year.

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

### **Student Learning Outcomes for Lower Division Physical Science (B1) (3 units)**

After completion of a lower division general education course in physical science, students will be able to:

1. explain the steps in the scientific method of inquiry, which involves gathering observable, empirical and measurable evidence subject to specific principles of reasoning, and recognizing that reproducible observation of a result is necessary for a theory to be accepted as valid by the scientific community;
2. analyze specific examples of how the scientific method has been used in the past to collect data through observation and experimentation, and to formulate, test and reformulate hypotheses about the physical universe; evaluate scientific information from a variety of sources and use that information to articulate well-reasoned responses to scientific concerns;
3. evaluate scientific information from a variety of sources and use that information to articulate well-reasoned responses to scientific concerns;
4. recognize the utility of alternative scientific hypotheses in the development of scientific theories, research and applications and understand how scientific evidence is used to develop hypotheses and theories;
5. describe ethical dilemmas arising out of contemporary scientific research and applications, which may include those related to social justice, and may have implications for local and/or global communities;
6. use scientific theories to explain phenomena observed in laboratory or field settings; and
7. discuss the relevance of major scientific theories and research to their lives.

### **Links between Educational Goals and Outcomes for Lower Division Physical Science**

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

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

**Course Expectations for Lower Division Life Science (B2) (3 units) [preferably including a lab (see B3) within 3 units]**

To be certified by the Baccalaureate Requirements Committee as meeting the lower-division life science (B2) general education requirement,

1. The course must be lower division and open to all students. Courses that are numbered between 100 and 199 may not have prerequisites other than passage of EPT, ESLPT, ELM, or an exemption for one or more of these tests. Courses that are numbered between 200 and 299 may have a single prerequisite, but departments and programs must provide an adequate justification for that prerequisite. Typically, students should be eligible to enroll in lower division general education courses in their first year.
2. The course syllabus must list the university-approved student learning outcomes for life science (B2) and link them to activities and/or assignments that students complete to demonstrate they have met the outcomes.

**Student Learning Outcomes for Lower Division Life Science (B2) (3 units)**

After completion of a lower division general education course in life science, students will be able to:

1. explain the steps in the scientific method of inquiry, which involves gathering observable, empirical and measurable evidence subject to specific principles of reasoning and recognizing that reproducible observation of a result is necessary for a theory to be accepted as valid by the scientific community;
2. analyze specific examples of how the scientific method has been used in the past to collect data through observation and experimentation, and to formulate, test and reformulate hypotheses about the living systems;
3. evaluate scientific information from a variety of sources and use that information to articulate well-reasoned responses to scientific concerns;
4. recognize the utility of alternative scientific hypotheses in the development of scientific theories, research and applications and understand how scientific evidence is used to develop hypotheses and theories;
5. describe ethical dilemmas arising out of contemporary scientific research and applications, which may include those related to social justice, and may have implications for local and/or global communities;
6. use scientific theories to explain phenomena observed in laboratory or field settings; and
7. discuss the relevance of major scientific theories and research to their lives.

**Links between Educational Goals and Outcomes for Lower Division Life Science**

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

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

**Course Expectations for Lower Division Laboratory Activity (B3) (1 unit; may be an overlay)**

To be certified by the Baccalaureate Requirements Committee as meeting the lower-division laboratory activity (B3) general education requirement,

1. The course must be lower division and open to all students. Courses that are numbered between 100 and 199 may not have prerequisites other than passage of EPT, ESLPT, ELM, or an exemption for one or more of these tests. Courses that are numbered between 200 and 299 may have a single prerequisite, but departments and programs must provide an adequate justification for that prerequisite. Typically, students should be eligible to enroll in lower division general education courses in their first year.
2. Courses satisfying the requirements for Area B3 will typically be associated with a lecture course in Area B1 or B2. They will ideally be embedded in the lecture course so that no additional units are added, but they may be a separate course with additional units. In the case of a separate laboratory course that is a companion to a lecture course in Area B1 or B2, the co- or pre-requisite may be the corresponding lecture course.
3. The course syllabus must list the university-approved student learning outcomes for laboratory activity (B3) and link them to activities and/or assignments that students complete to demonstrate they have met the outcomes.

**Student Learning Outcomes for Lower Division Laboratory Activity (B3) (1 unit; may be an overlay)**

After completion of a lower division laboratory activity related to a course in Area B1 or B2, students will be able to:

1. apply appropriate methods of analysis to raw data;
2. carry out common laboratory procedures correctly and adhere to instructions on laboratory safety; recognize hazardous situations and act appropriately;
3. maintain a timely, comprehensive laboratory notebook, including outside research, with sufficient detail to permit repeatability of experiments and to recognize how seemingly minor oversights can have serious consequences;
4. relate laboratory work to bigger questions in science and recognize the applicability of scientific principles to situations outside of the laboratory;
5. explain the scientific method, including concepts of hypothesis and experimental controls, and why objectivity is essential; and

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

### **Links between Educational Goals and Outcomes for Lower Division Lab Science**

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

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

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

To be certified by the Baccalaureate Requirements Committee as meeting the lower-division mathematics/quantitative reasoning (B4) general education requirement,

1. The course must be lower division and open to all students who have passed or are exempt from the Entry Level Mathematics Examination (ELM).
2. The course must have an explicit intermediate algebra prerequisite (which could have been met before coming to San Francisco State University), and students shall develop skills and understanding beyond the level of intermediate algebra.
3. The course syllabus must list the university-approved student learning outcomes for Mathematics/Quantitative Reasoning (B4) and link them to activities and/or assignments that students complete to demonstrate they have met the outcomes.
4. The course must address problems, including possible ethical ones, caused by inappropriate and/or misleading applications of quantitative methods. Discussions should stress the importance of presenting information accurately, applying mathematical models or methods appropriately, respecting the rights and welfare of others when collecting or disseminating quantitative information, and/or presenting information in a manner suitable for those receiving that information.

### **Student Learning Outcomes for Lower Division Mathematics/Quantitative Reasoning (B4) (3 units)**

After completion of a lower division general education course in mathematics/quantitative reasoning, students will be able to:

1. represent mathematical information symbolically, visually, numerically, and verbally;
2. interpret mathematical models such as formulae, graphs, tables, and schematics, and draw inferences from them;

3. interpret and draw conclusions from quantitative materials and use those materials to construct mathematical models;
4. demonstrate computational skills and use appropriate technology to carry out mathematical operations;
5. explain and apply mathematical concepts;
6. estimate and check answers to mathematical problems in order to determine reasonableness, identify alternatives, and select optimal results;
7. recognize inappropriate and/or misleading applications of quantitative methods; and
8. use arithmetical, algebraic, geometric and and/or statistical methods to solve problems.

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

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

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

### **Lower Division Arts and Humanities (Area C)**

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

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

To be certified by the Baccalaureate Requirements Committee as meeting the lower-division arts (C1 and one option for C3) general education requirement,

1. The course must be lower division and open to all students. Courses that are numbered between 100 and 199 may not have prerequisites other than passage of EPT, ESLPT, ELM, or an exemption for one or more of these tests. Courses that are numbered between 200 and 299 may have a single prerequisite, but departments and programs must provide an adequate justification for that prerequisite. Typically, students should be eligible to enroll in lower division general education courses in their first year.
2. The course syllabus must list the university-approved student learning outcomes for arts (C1) and link them to activities and/or assignments that students complete to demonstrate they have met the outcomes.

### **Student Learning Outcomes for Lower Division Arts (C1 and one option for C3) (3 units)**

After completion of a lower division general education course in arts, students will be able to:

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

### **Links between Educational Goals and Outcomes for Lower Division Arts**

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

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

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

To be certified by the Baccalaureate Requirements Committee as meeting the lower-division humanities: literature (C2) general education requirement,

1. The course must be lower division and open to all students. Courses that are numbered between 100 and 199 may not have prerequisites other than passage of EPT, ESLPT, ELM, or an exemption for one or more of these tests. Courses that are numbered between 200 and 299 may have a single prerequisite, but departments and programs must provide an adequate justification for that prerequisite. Typically, students should be eligible to enroll in lower division general education courses in their first year.
2. Courses must include literary texts that differ in form and style, as well as reflect diverse human experiences and perspectives. Courses may also include other kinds of texts and materials that help to inform the analysis and interpretation of literature.

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

**Student Learning Outcomes for Lower Division Humanities: Literature (C2) (3 units)**

After completion of a lower division general education course in literature, students will be able to:

1. use humanistic methods of inquiry, analysis, and interpretation to explore the meanings and purposes of expressive forms, cultural traditions, belief systems, or communicative practices, and to grapple with topics of enduring importance such as imagination’s power to enlarge and invigorate experience, how and why cultural traditions change, the nature of what philosophers term “the good life,” and the formation of individual and group identity through social interaction;
2. recognize what counts as textual evidence and pertinent biographical, historical, cultural, and other kinds of information to support well-reasoned claims about the discursive features, purposes, and meanings of literature;
3. appreciate various literary forms and styles as well as literature that reflects diverse human experiences and perspectives;
4. identify ethical themes or dilemmas that arise in literary works, which may relate to demands for social justice and which may have implications for local and/or global communities;
5. situate works of literature in the local and/or global cultural, historical, and sociopolitical contexts in which they were produced; and
6. articulate the relevance of literature and literary studies to their lives.

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

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

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

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

To be certified by the Baccalaureate Requirements Committee as meeting the lower-division humanities (C3) general education requirement,

1. The course must be lower division and open to all students. Courses that are numbered between 100 and 199 may not have prerequisites other than passage of EPT, ESLPT, ELM, or an exemption for one or more of these tests. Courses that are numbered between 200 and 299 may have a single prerequisite, but departments and programs must provide an adequate justification for that prerequisite. Typically, students should be eligible to enroll in lower division general education courses in their first year.
2. The course syllabus must list the university-approved student learning outcomes for humanities (Area C3 for Humanities) and link them to activities and/or assignments that students complete to demonstrate they have met the outcomes.

### **Student Learning Outcomes for Lower Division Humanities (one option for C3; see course expectations for C1 for another option for completing C3) (3 units)**

After completion of a lower division general education course in humanities, students will be able to:

1. understand how humanistic methods of inquiry, analysis, and interpretation are used to produce and contest knowledge claims about expressive forms, cultural traditions, belief systems, or communicative practices while encouraging reflection on big ideas such as the nature of the good life, how and why cultural traditions change, and the power of imagination to enlarge and invigorate experience;
2. evaluate information from a variety of sources and use this information to formulate well-reasoned responses to major ideas, concerns, and/or debates that animate humanistic study;
3. appreciate diverse expressive forms, cultural traditions, belief systems, or communicative practices;
4. identify ethical issues that arise in expressive forms, cultural traditions, belief systems, or communicative practices, particularly in relation to demands for social justice and in terms of their implications for local and/or global communities;
5. situate expressive forms, cultural traditions, belief systems, or communicative practices in the local and/or global cultural, historical, and sociopolitical contexts in which they were produced; and
6. articulate the relevance to their own lives of expressive forms, cultural traditions, belief systems, or communicative practices.

### **Links between Educational Goals and Outcomes for Lower Division Humanities**

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

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

### **Lower Division Social Sciences (Area D)**

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

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

To be certified by the Baccalaureate Requirements Committee as meeting the lower-division social sciences (D1) general education requirement,

1. The course must be lower division and open to all students. Courses that are numbered between 100 and 199 may not have prerequisites other than passage of EPT, ESLPT, ELM, or an exemption for one or more of these tests. Courses that are numbered between 200 and 299 may have a single prerequisite, but departments and programs must provide an adequate justification for that prerequisite. Typically, students should be eligible to enroll in lower division general education courses in their first year.
2. The course syllabus must list the university-approved student learning outcomes for social sciences (D1) and link them to activities and/or assignments that students complete to demonstrate they have met the outcomes.

#### **Student Learning Outcomes for Lower Division Social Sciences (D1) (3 units)**

After completion of a lower division general education course in social sciences, students will be able to:

1. understand how the methods of inquiry and analysis characteristic of one or more of the behavioral and social sciences are used to produce and contest knowledge claims about large-scale issues and questions related to human behavior, socially constructed identities, institutions, economic, political, or social systems, or human societies within and/or across cultures and civilizations;
2. evaluate information from a variety of sources and use this information to formulate well-reasoned responses to major ideas, concerns, and debates in the social sciences;
3. appreciate diversity in human behavior, socially constructed identities, institutions, economic, political, or social systems, and human societies within and/or across cultures and civilizations;
4. identify potential ethical issues related to social scientific research and application, including effects of those issues on research practices and evaluation, individuals, society, and the environment, and where appropriate, implications for social justice and the well-being of local and/or global communities;

5. situate human behavior and social systems in the local and/or global, cultural, historical, and sociopolitical contexts in which they occur; and
6. articulate the relevance of social science theories and research to their lives.

### **Links between Educational Goals and Outcomes for Lower Division Social Sciences**

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

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

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

To be certified by the Baccalaureate Requirements Committee as meeting the lower-division social sciences: US History (D2) general education requirement,

1. The course must be lower division and open to all students. Courses that are numbered between 100 and 199 may not have prerequisites other than passage of EPT, ESLPT, ELM, or an exemption for one or more of these tests. Courses that are numbered between 200 and 299 may have a single prerequisite, but departments and programs must provide an adequate justification for that prerequisite. Typically, students should be eligible to enroll in lower division general education courses in their first year.
2. As mandated by CSU Executive Order 405, the US History component of the American Institutions requirement may be met either by examination (AP, CLEP, or SF State competency exam) or by taking a course meeting the following content requirements and their corresponding student learning outcomes. All courses approved for the US History requirement must cover:
  - significant events occurring in the entire area now included in the United States of America during a period of “a minimum time space of approximately 100 years,” including the relationships among regions within that area and with external regions and states;
  - the role of major ethnic and social groups in such events and the contexts in which the events have occurred, with attention to the multiple heritages of US culture, including Native American peoples and cultures;
  - the events presented within a framework which illustrates the continuity of American experience and its derivation from other cultures including consideration of three or more of the following: politics, economics, social movements, and geography; and

basic American values and ideals, including freedom; equality of opportunity, equality before the law, equality of moral regard for each other; and social fairness.

3. The course syllabus must list the university-approved student learning outcomes for US history (D2) and link them to activities and/or assignments that students complete to demonstrate they have met the outcomes.

**Student Learning Outcomes for Lower Division Social Sciences: US History (D2) (3 units)**

After completion of a lower division general education course in US History, students will be able to:

1. understand the interaction and evolution of economic, political, social and cultural processes in the development of the United States;
2. evaluate information from a variety of sources and use this information to formulate well-reasoned responses to major ideas, concerns, and debates in the study of US history;
3. describe the role of major ethnic and social groups in such events and the contexts in which the events have occurred, with attention to the multiple heritages of US culture;
4. identify and appreciate ethical issues related to US history and its study and interpretation, including the treatment of the diversity of American peoples and cultures;
5. situate significant historical events, across “a minimum time space of approximately 100 years,” in their cultural and sociopolitical contexts within and beyond the US; and
6. articulate the relevance of events in US history to their own lives.

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

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

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

**Course Expectations for Lower Division Social Sciences: US and California Government (D3) (3 units)**

To be certified by the Baccalaureate Requirements Committee as meeting the lower-division social sciences: US and California Government (D3) general education requirement,

1. The course must be lower division and open to all students. Courses that are numbered between 100 and 199 may not have prerequisites other than passage of EPT, ESLPT,

ELM, or an exemption for one or more of these tests. Courses that are numbered between 200 and 299 may have a single prerequisite, but departments and programs must provide an adequate justification for that prerequisite. Typically, students should be eligible to enroll in lower division general education courses in their first year.

2. As mandated by CSU Executive Order 405, the US and California Government component of the American Institutions requirement may be met either by examination (AP, CLEP, or San Francisco State University competency exam) or by taking a course meeting the following content requirements and their corresponding student learning outcomes. All courses approved for the US and California Government requirement must cover:

the political philosophies of the framers of the Constitution and the nature and operation of United States political institutions and processes under that Constitution as amended and interpreted;

basic concepts in political theory such as power and influence; political structure and process; government, its legitimacy and authority; and their application to understanding the US system, particularly the roles of law and the Constitution and the relationship between the two;

the rights and obligations of citizens established under the Constitution, in the context of basic American values and ideals, including freedom and self-reliance; equality; social fairness; democracy, including issues of participation and minority rights;

the constitution of the State of California within the framework of evolution of Federal-State relations and the nature and processes of State and local government under that Constitution; and

contemporary relationships of State and local government, the resolution of conflicts and the establishment of cooperative processes under the constitutions of both the State and Nation, and the political processes involved.

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

### **Student Learning Outcomes for Lower Division Social Sciences: US and CA Government (D3) (3 units)**

After completion of a lower division general education course in US and CA Government, students will be able to:

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

4. identify the rights and responsibilities of citizenship, including the importance of participation in the political process, and other ethical issues that arise in relation to US and California political institutions and practices;
5. situate US and California political institutions and practices in the local and/or global cultural, historical, and sociopolitical contexts in which they occur within and beyond the US; and
6. articulate the relevance of US and California political institutions and practices to their own lives.

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

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

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

## **Appendix C**

### **Lifelong Learning and Self-Development (LLD) (Area E) (3 units)**

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

#### **Course Expectations for Lifelong Learning and Self-Development (3 units; may be an overlay)**

To be certified by the Baccalaureate Requirements Committee as meeting the lifelong learning and self-development (E) general education requirement,

1. The course may be a lower or upper division course, with or without prerequisites, a transfer course or a course taken in residence, and it may be anywhere in the curriculum (e.g., GE, major, minor, certificate, electives, etc.). Each student earning a baccalaureate degree from San Francisco State University is required to complete at least one Lifelong Learning and Self-Development class.
2. Course syllabi must include the university approved student learning outcomes for Lifelong Learning and Self-Development (LLD) and link them to activities and/or assignments that students complete to demonstrate they have met the outcomes.
3. Assignments that correspond to the assignment expectations stated below.
4. Readings for the course should encourage students to reflect on themselves as integrated physiological, social, psychological, and aesthetic beings.
5. At least one assignment will have students identify and actively engage in a change that is conducive to individual well-being or self-development.
6. At least one of the assignments shall involve developing a plan for acquiring information, including library resources; evaluating information, including distinguishing scholarly/non-scholarly information and primary/secondary sources; and properly using and citing the information in assignments.

#### **Student Learning Outcomes for Lifelong Learning and Self-Development (3 units; may be an overlay)**

After completion of a course designated as fulfilling the Lifelong Learning and Self-Development requirement, students will be able to:

1. read and evaluate resources about the self as an integrated physiological, social, and psychological being across the life span;
2. utilize a plan for acquiring information, including library resources; evaluating information, including distinguishing scholarly/non-scholarly information and primary/secondary sources; and properly using and citing the information in assignments;

3. articulate how they are an integrated physiological, social, and psychological being; and
4. identify actions they can take which are conducive to individual well-being and self-development.

**Links between Educational Goals and Outcomes for Lifelong Learning and Self-Development**

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

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

## **Appendix D:**

### **Course Expectations, Student Learning Outcomes, and Links to Goals for American Ethnic and Racial Minorities (AERM) (3 units)**

Students earning baccalaureate degrees from San Francisco State University must complete a three-unit course that is designated as an American Ethnic and Racial Minorities (AERM) course. Any course (one in general education, a major, a minor, a certificate, complementary studies, or an elective) that is designated an AERM course may meet this requirement. Students may use the same course to fulfill more than one requirement, if the course is designated as meeting more than one requirement, but the units will be counted only once.

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

excluded from the dominant majority community or culture;

excluded from sustained influence on, access to, and participation in structures and institutions in the United States and the privilege of power deriving from such exclusions;

identify with or see themselves as members of a distinct ethnic or racial minority group;  
and

racialized as members of that (or another racialized) group and as such, have been systematically oppressed by the dominant society's institutions and ideologies.

#### **Course Expectations for American Ethnic and Racial Minorities (3 units; may be an overlay)**

To be certified by the Baccalaureate Requirements Committee as meeting the American Ethnic and Racial Minorities (AERM) university requirement,

1. The course may be a lower or upper division course, with or without prerequisites, a transfer course or a course taken in residence, and it may be anywhere in the curriculum (e.g., GE, major, minor, certificate, electives, etc.). Each student earning a baccalaureate degree from San Francisco State University is required to complete at least one American Ethnic and Racial Minorities class
2. Course syllabi must include the university approved student learning outcomes for American Ethnic and Racial Minorities (AERM) and link them to activities and/or assignments that students complete to demonstrate they have met the outcomes.
3. Assignments that correspond to the assignment expectations stated below.
4. Courses approved for the American Ethnic and Racial Minorities Requirement should:
  - present views of one or more groups of American Ethnic and Racial Minorities both from the perspective of the group and as an integral part of American society;
  - encourage the study of values, attitudes, behaviors and/or creative endeavors that acknowledge and respect the dignity of all groups; and
  - present a thorough analysis of the historical experiences, social stratification processes, political activism, basic cultural patterns, aesthetic experiences and/or ideologies, and include one or more of the oppressed groups of color: African Americans, American

Indians, Asian Americans, Pacific Islander Americans, US Latinas/Latinos, South West Asian/North African Americans, and people of mixed racialized heritages.

**Student Learning Outcomes for American Ethnic and Racial Minorities (3 units; may be an overlay)**

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

1. identify the historical, political, and/or cultural and aesthetic experiences and actions of one or more US ethnic/racial minority groups;
2. identify the value systems and/or styles of creative expression of one or more ethnic/racial minority groups of the United States;
3. develop social and cultural participation skills, decision-making abilities, and political awareness in order to be citizens in an ethnically and racially diverse nation; and
4. develop the understandings and behavioral competencies necessary for effective interpersonal and inter-ethnic group interactions such as the following:
  - recognizing the dynamics of racial hierarchies and power relations,
  - recognizing the dynamics of interpersonal interactions,
  - recognizing the problems of ethnic and racial minority stereotypes, and
  - recognizing the diversity of attitudes and values which are projected in verbal and nonverbal behavior.

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

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

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

## **Appendix E:**

### **Course Expectations, Student Learning Outcomes, and Links to Goals for Environmental Sustainability (3 units)**

Students earning baccalaureate degrees from San Francisco State University must complete a three-unit course that is designated as an Environmental Sustainability (ES) course. Any course (one in general education, a major, a minor, a certificate, complementary studies, or an elective) that is designated an ES course may meet this requirement. Students may use the same course to fulfill more than one requirement, if the course is designated as meeting more than one requirement, but the units will be counted only once.

#### **Course Expectations for Environmental Sustainability (3 units; may be an overlay)**

To be certified by the Baccalaureate Requirements Committee as meeting the Environmental Sustainability (ES) university requirement,

1. The course may be a lower or upper division course, with or without prerequisites, a transfer course or a course taken in residence, and it may be anywhere in the curriculum (e.g., GE, major, minor, certificate, electives, etc.). Each student earning a baccalaureate degree from San Francisco State University is required to complete at least one Environmental Sustainability class.
2. The course must examine some aspect of environmental sustainability. The perspective can be from social sciences, natural sciences, arts, humanities, business, engineering, etc.
3. The course syllabus must list the university-approved student learning outcomes for environmental sustainability and link them to activities and/or assignments that students complete to demonstrate they have met the outcomes.

#### **Student Learning Outcomes for Environmental Sustainability (3 units; may be an overlay)**

After completion of a course designated as fulfilling the environmental sustainability requirement, students will be able to do at least two of the following:

1. demonstrate how their personal activities impact the environment, and as a result affect the health and well-being of themselves and society.
2. analyze how the well-being of human society is dependent on ecosystems and the materials and services they provide to humanity.
3. explain the interconnectivity of economic prosperity, social equity and environmental quality.
4. identify the most serious environmental problems globally and locally and explain their underlying causes and possible consequences.
5. students will be able to create models, products, designs or creative representations that highlight an understanding of the connections between people, processes and the environment.

#### **Links between Educational Goals and Outcomes for Environmental Sustainability**

The student learning outcomes were developed in relationship to the “Educational Goals for the Baccalaureate at San Francisco State University.” The chart below illustrates that relationship for

Environmental Sustainability. The numbers correspond to the way the educational goals and student learning outcomes are numbered above.

<b>Educational Goals</b>	<b>Student Learning Outcomes for Environmental Sustainability</b>
4. Ethical Engagement	1,2,3,4
5. Integration of knowledge	3,5

## **Appendix F: Course Expectations, Student Learning Outcomes, and Links to Goals for Global Perspectives (GP) (3 units)**

Students earning baccalaureate degrees from San Francisco State University must complete a three-unit course that is designated as a Global Perspectives (GP) course. Any course (one in general education, a major, a minor, a certificate, complementary studies, or an elective) that is designated a GP course may meet this requirement. Students may use the same course to fulfill more than one requirement, if the course is designated as meeting more than one requirement, but the units will be counted only once.

### **Course Expectations for Global Perspectives (3 units; may be an overlay)**

To be certified by the Baccalaureate Requirements Committee as meeting the American Ethnic and Racial Minorities (AERM) university requirement,

1. The course may be a lower or upper division course, with or without prerequisites, a transfer course or a course taken in residence, and it may be anywhere in the curriculum (e.g., GE, major, minor, certificate, electives, etc.). Each student earning a baccalaureate degree from San Francisco State University is required to complete at least one global perspectives class.
2. The course must examine topics that are global in scope (i.e., that involve different parts of the world), and must compare and contrast human experiences and perspectives, whether in the present or the past.
3. Any course taken in an approved CSU study-abroad program will automatically fulfill this requirement.
4. The course syllabus must list the university-approved student learning outcomes for global perspectives and link them to activities and/or assignments that students complete to demonstrate they have met the outcomes.

### **Student Learning Outcomes for Global Perspectives (3 units; may be an overlay)**

After completion of a course designated as fulfilling the Global Perspective requirement, students will be able to:

1. recognize that one's view of the world is not universally shared and that others may have profoundly different perceptions;
2. analyze similarities and differences among human experiences and perspectives in different parts of the world and draw conclusions about the significance and consequences of these similarities and differences;
3. understand how the world's systems are interdependent and how local economic and social patterns have global impact beyond their effects on individual lives; and
4. describe factors that contribute to or threaten the well-being of individuals and/or communities in several areas of the world, or factors that did so in the past.

### **Links between Educational Goals and Outcomes for Global Perspectives**

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

<b>Educational Goals</b>	<b>Student Learning Outcomes for Global Perspectives</b>
3. Appreciation of Diversity	1, 2
4. Ethical Engagement	4
5. Integration and Application	3, 4

**Appendix G:  
Course Expectations, Student Learning Outcomes, and Links to Goals for  
Social Justice (SJ) (3 units)**

Students earning baccalaureate degrees from San Francisco State University must complete a three-unit course that is designated as a Social Justice (SJ) course. Any course (one in general education, a major, a minor, a certificate, complementary studies, or an elective) that is designated an SJ course may meet this requirement. Students may use the same course to fulfill more than one requirement, if the course is designated as meeting more than one requirement, but the units will be counted only once.

**Course Expectations for Social Justice (3 units; may be an overlay)**

To be certified by the Baccalaureate Requirements Committee as meeting the Social Justice (SJ) university requirement,

1. The course may be a lower or upper division course, with or without prerequisites, a transfer course or a course taken in residence, and it may be anywhere in the curriculum (e.g., GE, major, minor, certificate, electives, etc.). Each student earning a baccalaureate degree from San Francisco State University is required to complete at least one social justice class.
2. The course must address social constructions of identity, hierarchy, power, and privilege; community resistance and empowerment; and social justice. The social constructions may be related to variations among humans, including such factors as abilities, ages, cultures, genders, geographic locations, histories, immigration statuses, languages, national and ethnic identities, racializations, religions, sexualities, socio-economic classes.
3. The course syllabus must list the university-approved student learning outcomes for social justice and link them to activities and/or assignments that students complete to demonstrate they have met the outcomes.

**Student Learning Outcomes for Social Justice (3 units; may be an overlay)**

After completion of a course designated as fulfilling the Social Justice requirement, students will be able to:

1. analyze, articulate, and apply principles of social justice in addressing social constructions of identity, hierarchy, power, and privilege; and
2. identify ways in which they can contribute to social justice within local communities, nations, or the world.

**Links between Educational Goals and Outcomes for Social Justice**

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

<b>Educational Goals</b>	<b>Student Learning Outcomes for Social</b>
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	<b>Justice</b>
4. Ethical Engagement	1, 2

## **Appendix H: Course Expectations, Student Learning Outcomes, and Links to Goals for Upper-Division General Education**

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

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

### **I. Upper Division Physical and/or Life Science (Area UD – B)**

#### **1. Course Expectations for Upper Division Physical and/or Life Science (3 units)**

To be certified by the Baccalaureate Requirements Committee as meeting the upper-division physical and/or life science (UD – B) general education requirement,

1. The course must be open to all students, regardless of major, who meet the prerequisites. Students shall not be held to prerequisites that are not specified in the current online University *Bulletin*. Prerequisites must not unduly restrict access and are restricted to upper division standing or one of the following:
  - lower division general education course(s);
  - other upper division general education courses when the courses are sequenced;
  - individual course placement tests;
  - generic course prerequisites (e.g., a psychology course, a biology course, a history course and so forth); or
  - equivalents to the above.
2. At least one of the assignments shall involve (a) utilizing a plan for acquiring and recording information employing advanced search strategies to examine a wide variety of potential sources, including library resources; (b) articulating and applying advanced criteria in evaluating information and sources, including distinguishing scholarly/non-scholarly information and primary/secondary sources; (c) properly using and citing the information in assignments; and (d) formulating arguments and/or theories supported by information from multiple sources.

3. The course syllabus must include references to assignments that are described above as part of the course expectations.
4. The course syllabus must list the university-approved student learning outcomes for upper division physical and/or life science and link them to activities and/or assignments that students complete to demonstrate they have met the outcomes.

## **2. Student Learning Outcomes for Upper Division Physical and/or Life Science (3 units)**

After completion of an upper division general education course in physical and/or life sciences, students will be able to:

1. apply scientific methods of inquiry and analysis (including hypothesis testing, systematic and reproducible observations, and the analysis of measurable data) to the physical universe, including either living or nonliving systems;
2. articulate how scientific theories and practices come to be accepted, contested, changed, or abandoned by the scientific community;
3. evaluate the quality of scientific information and claims on the basis of their source and the methods used to generate the information or claims;
4. construct coherent and sound arguments with support from multiple sources, including library resources and proper citations, to support or contest a scientific theory;
5. analyze ethical dilemmas and choices that arise out of scientific research, discoveries, and applications;
6. analyze personal or social issues that can be addressed using scientific theories and research; and
7. show how scientific knowledge can be applied to their own lives and to ways in which they could contribute purposefully to the well-being of their local communities, their nations, and the people of the world; to social justice; and/or to the sustainability of the natural environment.

## **3. Links between Educational Goals and Outcomes for Upper Division Physical and/or Life Science**

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

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

## II. Upper Division Arts and/or Humanities (Area UD – C)

### 1. Course Expectations for Upper Division Arts and/or Humanities (3 units)

To be certified by the Baccalaureate Requirements Committee as meeting the upper-division arts and/or humanities (UD – C) general education requirement,

1. The course must be open to all students, regardless of major, who meet the prerequisites. Students shall not be held to prerequisites that are not specified in the current online University *Bulletin*. Prerequisites must not unduly restrict access and are restricted to upper division standing or one of the following:

lower division general education course(s);

other upper division general education courses when the courses are sequenced;

individual course placement tests;

generic course prerequisites (e.g., a psychology course, a biology course, a history course and so forth); or

equivalents to the above.

2. At least one of the assignments shall involve (a) utilizing a plan for acquiring and recording information employing advanced search strategies to examine a wide variety potential sources, including library resources; (b) articulating and applying advanced criteria in evaluating information and sources, including distinguishing scholarly/non-scholarly information and primary/secondary sources; (c) properly using and citing the information in assignments; and (d) formulating arguments and/or theories supported by information from multiple sources.
3. The course syllabus must include references to assignments that are described above as part of the course expectations.
4. The course syllabus must list the university-approved student learning outcomes for upper division arts and humanities and link them to activities and/or assignments that students complete to demonstrate they have met the outcomes.

### 2. Student Learning Outcomes for Upper Division Arts and/or Humanities (3 units)

After completion of an upper division general education course in arts and/or humanities, students will be able to:

1. apply artistic or humanistic methods of inquiry and analysis (including creation, interpretation, and evaluation) to study aesthetic experiences, expressive forms, belief systems, or communicative practices and relate them to the social and cultural contexts in which they are rooted;
2. articulate how theories and practices in the arts and/or humanities come to be accepted, contested, changed, or abandoned by the scholarly or artistic communities;
3. evaluate the quality of information, claims, expressions, and interpretations;
4. construct coherent and sound arguments with support from multiple sources, including library resources and proper citations, that communicate what students have discovered;

5. analyze social issues as well as ethical dilemmas and choices that arise out of artistic or humanistic research, discoveries, and applications; and
6. analyze multiple forms and variations of human diversity found in aesthetic experiences, expressive forms, belief systems, or communicative practices, and apply that knowledge to their own lives and to ways in which they could contribute purposefully to the well-being of their local communities, their nations, and the people of the world; to social justice; and/or to the sustainability of the natural environment.

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

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

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

## III. Upper Division Social Sciences (Area UD – D)

### 1. Course Expectations for Upper Division Social Sciences (3 units)

To be certified by the Baccalaureate Requirements Committee as meeting the upper-division social sciences (UD – D) general education requirement,

1. The course must be open to all students, regardless of major, who meet the prerequisites. Students shall not be held to prerequisites that are not specified in the current online University *Bulletin*. Prerequisites must not unduly restrict access and are restricted to upper division standing or one of the following:
  - lower division general education course(s);
  - other upper division general education courses when the courses are sequenced;
  - individual course placement tests;
  - generic course prerequisites (e.g., a psychology course, a biology course, a history course and so forth); or
  - equivalents to the above.
2. At least one of the assignments shall involve (a) utilizing a plan for acquiring and recording information employing advanced search strategies to examine a wide variety of potential sources, including library resources; (b) articulating and applying advanced

criteria in evaluating information and sources, including distinguishing scholarly/non-scholarly information and primary/secondary sources; (c) properly using and citing the information in assignments; and (d) formulating arguments and/or theories supported by information from multiple sources.

3. The course syllabus must include references to assignments that are described above as part of the course expectations.
4. The course syllabus must list the university-approved student learning outcomes for upper division social science and link them to activities and/or assignments that students complete to demonstrate they have met the outcomes.

## 2. Student Learning Outcomes for Upper Division Social Sciences (3 units)

After completion of an upper division general education course in social sciences, students will be able to:

1. apply the methods of inquiry and analysis characteristic of one or more of the behavioral and social science disciplines to the study of human behavior, institutions, or socio-economic systems as related to the appropriate economic, ethnic, geographic, historical, political, social, or cultural contexts;
2. articulate how theories and practices in one or more of the behavioral and social science disciplines come to be accepted, contested, changed, or abandoned by the scholarly community;
3. evaluate the quality of behavioral and social scientific information and claims on the basis of their sources and the methods used to generate that information;
4. construct coherent and sound arguments with support from multiple sources, including library resources and proper citations, that communicate what students have discovered;
5. analyze economic, political, social, or cultural issues as well as ethical dilemmas and choices that arise out of behavioral or social scientific research, discoveries, and applications; and
6. analyze issues of equity and discrimination related to human behavior or to economic, political, social, or cultural institutions or systems, in the present or in the past, and, as appropriate, apply that knowledge to their own lives and to ways in which they could contribute purposefully to the well-being of their local communities, their nations, and the people of the world; to social justice; and/or to the sustainability of the natural environment.

## 3. Links between Educational Goals and Outcomes for Upper Division Social Sciences

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

Educational Goals	Student Learning Outcomes for Upper Division Social Sciences
1. Competencies for Lifelong Intellectual Endeavor	3, 4

2. Intellectual Attainments	1, 2
3. Appreciation of Diversity	6
4. Ethical Engagement	5
5. Integration and Application of Knowledge	6

#### **IV. Three Options for Completing Upper Division General Education**

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

# Proposed Upper Division General Education Options

## Option 1 Topical Perspectives (9 units)

Choose one **Topical Perspective** and take one course from each of the three **Domains of Knowledge and Inquiry**.

### Creativity, Innovation and Invention

- (1) Physical and/or Life Sciences
- (2) Arts and/or Humanities
- (3) Social Sciences

### Environmental Interconnections

- (1) Physical and/or Life Sciences
- (2) Arts and/or Humanities
- (3) Social Sciences

### Human Diversity

- (1) Physical and/or Life Sciences
- (2) Arts and/or Humanities
- (3) Social Sciences

### Personal and Community Well Being

- (1) Physical and/or Life Sciences
- (2) Arts and/or Humanities
- (3) Social Sciences

### Enduring Ideas, Values and Achievements

- (1) Physical and/or Life Sciences
- (2) Arts and/or Humanities
- (3) Social Sciences

### Ethical Reasoning and Action

- (1) Physical and/or Life Sciences
- (2) Arts and/or Humanities
- (3) Social Sciences

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

- (1) Physical and/or Life Sciences
- (2) Arts and/or Humanities
- (3) Social Sciences

### Social Justice and Civic Knowledge/Engagement

- (1) Physical and/or Life Sciences
- (2) Arts and/or Humanities
- (3) Social Sciences

### World Perspectives

- (1) Physical and/or Life Sciences
- (2) Arts and/or Humanities
- (3) Social Sciences

## Option 2 Integrated Study (9 units)

Three courses that have been devised by a faculty team into a coherent, integrative program of study.

The program as a whole must integrate the following groupings of **Domains of Knowledge and Inquiry**:

- (1) Physical and/or Life Sciences
- (2) Arts and/or Humanities
- (3) Social Sciences

## Option 3 Study Abroad (9 units)

A minimum of three courses, with at least five units taken abroad, plus a one-unit integration course.

The program as a whole must integrate the following groupings of **Domains of Knowledge and Inquiry**:

- (1) Physical and/or Life Sciences
- (2) Arts and/or Humanities
- (3) Social Sciences

Figure 1

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

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

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

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

### **1. Creativity, Innovation, and Invention**

#### **a. Topical Course Expectations**

Students will explore significant acts of creativity, innovation, and/or invention along with the processes that lead to them and their consequences. Some courses may provide an opportunity for students to apply their knowledge through one or more creative media, modes of expression, or methods of discovery. Courses might address, but are not limited to, such subjects as principles and models that give rise to scientific and technological breakthroughs; the origins and nature of artistic or literary creativity; social/political experiments; creative resistance and transformation; historical, social, cultural, and economic forces that influence creativity and invention; creativity and invention during periods of censorship or in societies that discourage free thought and expression; and the impact on societies, cultural traditions, or environmental

factors of major innovations in various fields of human endeavor. (Courses must also meet the course expectations for upper division general education courses indicated earlier.)

### **b. Student Learning Outcomes**

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

analyze significant acts of creativity, innovation, and/or invention in terms of the processes that contribute to their emergence and the impact they can have on society and cultural traditions; and

meet the student learning outcomes for upper division general education courses in the three designated domains of knowledge and inquiry: (1) physical and/or life sciences, (2) arts and/or humanities, and (3) social sciences.

## **2. Enduring Ideas, Values, and Achievements**

### **a. Topical Course Expectations**

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

### **b. Student Learning Outcomes**

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

discern and assess important, abiding aspects of human nature and the complex cultural legacy they have inherited from many sources, and they should be able to draw meaningful connections between the subjects explored and their own experiences, beliefs, values, and goals as individuals and members of communities; and

meet the student learning outcomes for upper division general education courses in the three designated domains of knowledge and inquiry: (1) physical and/or life sciences, (2) arts and/or humanities, and (3) social sciences.

## **3. Environmental Interconnections**

### **a. Topical Course Expectations**

Students will examine interconnections among humans and other aspects of the natural world. Courses might address, but are not limited to, such subjects as environmental influences on human experiences, abuse and restoration of the environment, bioethics, ecosystems, environmental stability and change, sustainable designs and processes in a global world, environmental racism and justice, environmental laws and policies, green business practices, ecotourism, global consequences of environmental crises, artistic or literary representations of

human connections to the rest of the natural world, and environmental ethics. (Courses must also meet the course expectations for upper division general education courses indicated earlier.)

#### **b. Student Learning Outcomes**

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

describe interconnections among humans and other aspects of the natural world, as well as their responsibility to work toward the sustainability of the natural environment, and as a result, increase the health and well-being of human societies; and

meet the student learning outcomes for upper division general education courses in the three designated domains of knowledge and inquiry: (1) physical and/or life sciences, (2) arts and/or humanities, and (3) social sciences.

### **4. Ethical Reasoning and Action**

#### **a. Topical Course Expectations**

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

#### **b. Student Learning Outcomes**

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

discern and analyze ethical issues, evaluate decisions and actions that have ethical implications, and reflect seriously on the motives of their conduct in the personal and public arenas; and

meet the student learning outcomes for upper division general education courses in the three designated domains of knowledge and inquiry: (1) physical and/or life sciences, (2) arts and/or humanities, and (3) social sciences.

### **5. Human Diversity**

#### **a. Topical Course Expectations**

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

socioeconomic status, and family and community organization. (Courses must also meet the course expectations for upper division general education courses indicated earlier.)

### **b. Student Learning Outcomes**

After successfully completing the *Human Diversity* topic courses, students will be able to:

contextualize multiple forms and variations of human diversity, within the United States and/or globally, and participate in informed, civil discourse with persons different from themselves, particularly in intellectual and cultural outlook; and

meet the student learning outcomes for upper division general education courses in the three designated domains of knowledge and inquiry: (1) physical and/or life sciences, (2) arts and/or humanities, and (3) social sciences.

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

### **a. Topical Course Expectations**

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

### **b. Student Learning Outcomes**

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

identify and analyze aspects of life in the San Francisco Bay Area and/or California that contribute to the region's distinctive character, appreciate the complex set of forces that have shaped opportunities for and challenges to the region's inhabitants, and recognize how they can seize on opportunities to improve the quality of life in the region; and

meet the student learning outcomes for upper division general education courses in the three designated domains of knowledge and inquiry: (1) physical and/or life sciences, (2) arts and/or humanities, and (3) social sciences.

## **7. Personal and Community Well-Being**

### **a. Topical Course Expectations**

Students will acquire knowledge and skills needed to promote personal and community well-being for both current and future generations. Well-being includes emotional, psychological, intellectual, creative, spiritual, social, economic, physical, occupational, and environmental components. Courses might address, but are not limited to, such subjects as environmental sustainability, equitable interactions, philosophical and religious conceptions of the good life, the relationship between or interdependence of mind and body, nutrition and health, artistic and

literary contributions to personal and societal well-being, environments that are fit habitations for human beings, community revitalization, and intellectual and emotional development across the life span. (Courses must also meet the course expectations for upper division general education courses indicated earlier.)

#### **b. Student Learning Outcomes**

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

make informed choices that enhance the quality of life and health of themselves, others, and their communities; and

meet the student learning outcomes for upper division general education courses in the three designated domains of knowledge and inquiry: (1) physical and/or life sciences, (2) arts and/or humanities, and (3) social sciences.

### **8. Social Justice and Civic Knowledge/Engagement**

#### **a. Topical Course Expectations**

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

#### **b. Student Learning Outcomes**

After successfully completing the *Social Justice and Civic Knowledge/Engagement* courses, students will be able to:

analyze the nature and dynamics of power and privilege, and articulate strategies for combating injustice and realizing positive social change; and

meet the student learning outcomes for upper division general education courses in the three designated domains of knowledge and inquiry: (1) physical and/or life sciences, (2) arts and/or humanities, and (3) social sciences.

### **9. World Perspectives**

#### **a. Topical Course Expectations**

Students will examine transnational issues and themes or those that are global in scope, and compare natural phenomena, behavior, social and political institutions and processes, or cultural traditions, in the present or the past, involving at least two nations, peoples, or world regions. Courses might address, but are not limited to, such subjects as global climate change, epidemics and pandemics, the worldwide impact of changes in information technology, international trade, comparative historical or political study of revolutions, international conflicts and resolutions,

transnational exploitation and resistance, colonialism/post-colonialism, diasporas, immigrants and refugees, world religions, modern art and/or literature of the Americas, and comparative aesthetic styles and forms. (Courses must also meet the course expectations for upper division general education courses indicated earlier.)

### **b. Student Learning Outcomes**

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

analyze transnational or global issues and themes; compare a range of phenomena involving at least two nations, peoples, or world regions; and develop an understanding of the interrelatedness of events, institutions, traditions, etc., in many parts of the world across time; and

meet the student learning outcomes for upper division general education courses in the three designated domains of knowledge and inquiry: (1) physical and/or life sciences, (2) arts and/or humanities, and (3) social sciences.

## **VI. Integrated Studies Option**

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

### **Integrative Course Expectations**

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

### **Student Learning Outcomes**

After successfully completing the integrated studies upper division general education program, students will be able to:

make connections among different types of knowledge and modes of inquiry across academic disciplines and among domains of knowledge and inquiry; and

meet the student learning outcomes for upper division general education courses in the following domains of knowledge and inquiry: (1) physical and/or life sciences, (2) arts and/or humanities, and (3) social sciences.

### **AU 401: Integrated Studies: Physical and/or Life Sciences (3-4 units; see note below)**

**Description:** Physical and/or life science investigation of a selected topic that is integrated with study of an allied subject in the arts and/or humanities and the social sciences.

### **AU 402: Integrated Studies: Arts and/or Humanities (3-4 units; see note below)**

**Description:** Artistic and/or humanistic investigation of a selected topic that is integrated with study of an allied subject in the physical and/or life sciences and the social sciences.

### **AU 403: Integrated Studies: Social Sciences (3-4 units; see note below)**

**Description:** Social scientific investigation of a selected topic that is integrated with study of an allied subject in the physical and/or life sciences and the arts and/or humanities.

#### **Note on the units requirement for AU 401, 402, and 402**

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

## **VII. Study Abroad Option**

**(9 units minimum; must be taken in residence at either a CSU-approved Study Abroad institution or at San Francisco State University)**

### **Study Abroad Course Expectations**

Students must complete a minimum of three courses, which total at least nine semester units, with a minimum of five units taken in another nation in a CSU-approved Study Abroad program. Courses used to meet the upper division general education requirements through Study Abroad must be approved by a faculty advisor assigned by the Office of International Programs before a student leaves San Francisco State University. The three courses must be selected in the three CSU-mandated domains of knowledge and inquiry: (1) physical and/or life sciences, (2) arts and/or humanities, and (3) social sciences. One to three of the courses may be completed abroad, with any remaining course(s) being completed at San Francisco State University, if necessary to equal at least nine units.

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

## **Student Learning Outcomes**

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

make connections across academic disciplines and among domains of knowledge and inquiry as they relate to the host nation where the student studied, on relationships between that nation and the United States, and/or on descendants from that nation who are now in the United States; and

meet the student learning outcomes for upper division general education courses in the following domains of knowledge and inquiry: (1) physical and/or life sciences, (2) arts and/or humanities, and (3) social sciences.

## **Appendix I: Complementary Studies Requirement**

Because the Bachelor of Science and the Bachelor of Music degrees are meant to be more specialized degrees with higher units required in the major (~60), units beyond university-wide requirements (48 units) and those in the major should be reserved for elective units (~12) selected by the student.

On the other hand, because the Bachelor of Arts degree should represent a broad liberal arts education, with fewer units required in the major, and because students in these majors 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. Completion of university-wide requirements (48 units), the major (~45), and the complementary studies requirement (12) should still leave BA students with at least as many or more units for electives (~15) as BS or BM students. Unlimited double counting among requirements will also yield additional elective units for BS, BM, and BA students.

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

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

### **Five Examples of Different Ways to Fulfill Complementary Studies**

Below are five examples to illustrate various ways the Complementary Studies Requirement could be fulfilled (these hypothetical examples are not meant to pre-empt different choices that the programs listed below may make for themselves in fulfilling the Complementary Studies Requirement).

#### **Complementary Studies Requirement in Bachelor of Arts in Anthropology**

Students completing a Bachelors of Arts in Anthropology must complete at least twelve units in complementary studies with a prefix other than ANTH. These units may be in one or more languages other than English, a minor, a certificate, or a coherent group of courses approved by a major advisor as complementary to the major. All complementary studies units must be approved by an advisor in the major and all of the units must be separate from units counted in the major. With the approval of an advisor in the major, courses which fulfill complementary studies units

may be lower or upper division units, resident or transfer units, or units taken in approved study abroad programs.

### **Complementary Studies Requirement in Bachelor of Arts in Chemistry**

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

### **Complementary Studies Requirement in Bachelor of Arts in Communication Studies**

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

### **Complementary Studies Requirement in Bachelor of Arts in Environmental Studies**

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

### **Complementary Studies Requirement in Bachelor of Arts in Journalism**

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

Major programs submit their descriptions of complementary studies for their majors for review and approval by the Curriculum Review and Approval Committee. These descriptions will also be evaluated as part of the program review process as programs come up for review.

## **Appendix J: Sample Student Learning Outcomes for Technology in the Major**

Every major is required to include somewhere in its curriculum appropriate instruction in the technologies most relevant to that major. Below are some examples of student learning outcomes related to technology in the major. These examples are only meant to be illustrations of what such outcomes might look like. Programs can embrace or revise these, or they can develop completely different ones.

Upon completing the major, students will

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

**\*\*\*Approved by the Academic Senate at its meeting on November 16, 2010\*\*\***

**Endorsed by President Corrigan on February 3, 2011**