

## **G.E. COORDINATOR RESPONSIBILITIES OVERVIEW**

Becoming the G.E. Coordinator of a course at SJSU is a significant responsibility. It entails an ongoing commitment to understand the needs and abilities of our student learners, a thorough knowledge of the culture and workings of the home department, and a resolve to maintain the high standards of the university. Many problems that arise in the current processes of course certification and continuing certification can often be avoided by some simple steps on the part of the course coordinator to ensure collection and communication of appropriate data and the introduction of all faculty new to teaching G.E. to the pertinent GE requirements and learning objectives.

### **ASSUMING THE ROLE:**

When a faculty member takes on the role of G.E. Coordinator for a particular course, she or he should do the following:

- Contact the Undergraduate Studies Office (924-2447) to notify them so that you will be added to the mailing list to receive the most up-to-date information about GE certification and assessment.
- Meet with the outgoing G.E. Coordinator and get a sense of the institutional history of the course, as well as a list of all current teaching faculty and a copy of the certification/recertification document file, including any letter from the Chair of the Board of General Studies authorizing the course for a specified period of years (and often including specific topics to speak to in the next review)
- If the former G.E. Coordinator is unavailable, the new Coordinator should request a copy of the file from the home department, and if no file is available there, from Undergraduate Studies. The new Coordinator should set up a meeting with the Faculty-in-Residence for General Education to go over these materials together and have any questions answered.
- The new Coordinator should alert all faculty teaching the course to submit all appropriate data (such as current syllabi or end-of-the-semester individual teacher assessment summaries) to her or his office, and start an appropriate file for those materials.
- The new Coordinator should be thoroughly aware of SJSU's "General Education Program Guidelines" (Fall, 2005), which can be found on the web at

<http://www2.sjsu.edu/ugs/ge/ge-main.html>

Most specifically, of course, the new Coordinator should know well the learning objectives, goals, and requirements for the course's specific G.E. area. It is recommended that some hard copies of the particular area requirements be kept with the assessment report file for easy reference and sharing with teaching faculty should they come for a consultation or specific question.

## ONGOING SEMESTERLY ACTIVITIES

- Check with your chair, and should any new faculty be assigned to teach your G.E. course, make sure they understand the Area objectives, goals, and requirements. Share with them any rubrics, formative assessments, or teaching strategies that have been designed to be used across all sections of the course; point them toward assignments or activities that have been noted for meeting your G.E. learning objectives quite successfully in the past; explain to them the importance of such required components as active learning, diversity, library research, or the amount of specified writing in the course.
- Every semester, have faculty submit the current syllabus in use for each section. Review these, taking note of any innovations or modifications to later assess for outcomes effectiveness, as well as any discrepancies or anomalies that need to be addressed through your stewardship.
- Make sure that all faculty teaching the course submit the appropriate assessment summary materials to your office. You will need these materials to prepare your coordinator summary report. For models of different types of individual faculty assessment summaries used at SJSU, see

<http://www2.sjsu.edu/ugs/assessment/template.htm>

- If you feel that your current method of procuring this information from your faculty is not as effective as it could be, you might schedule a meeting with the Director of Assessment (located in the Undergraduate Studies Office) to consider developing and implementing the use of a form based on one of the templates on this webpage, or perhaps even devising a new template. NOTE: individual faculty semester reports are not required, but will often help the coordinator in writing a sincere and thorough overview.
- In the semester designated, when it is time for continuing certification of the course, be sure to have the coordinator summary report completed and submitted to Undergraduate Studies by the due date. Always keep a back-up copy for your files, and remember, in many colleges, this report must make its way through department and college committees which have their own deadline schedules. The successful course coordinator aligns these varied due dates to make sure submission of enough copies of the report to any appropriate committee occurs in a timely fashion, and that the required number of copies of the report are submitted (prior to the due date) to Undergraduate Studies.

- Remember that assessment is only useful if we act upon the results: G.E. Coordinators should maintain an ongoing conversation among all faculty teaching their particular course, dedicated to improving or modifying the way the course is taught, over time, specifically when such changes point toward a more effective way of achieving the goals, meeting the objectives, and completing the requirements for that G.E. area.

## **PASSING THE BATON**

When for various reasons a faculty member steps down or takes a leave of absence from a G.E. course coordinator position, she or he has the responsibility to pass on a few things to the replacement. These include, ideally, an organized data file, a sense of the institutional history of the course, and general tips for successful course maintenance (its relationship to the department dynamic, any unresolved weaknesses revealed in recent assessments, any proposed modifications, suggestions on ways of enhancing faculty participation, etc.)

If, for reasons beyond the department's control, a G.E. Course Coordinator position is vacated and the former coordinator is unavailable to help the new coordinator step into the role, the Faculty-in-Residence for General Education should be invited to meet with the new coordinator and help the coordinator, course, and department through this transition.

(Old GE format used in Schedule of Classes prior to spring 2004)

### **Advanced GE Courses**

Advanced GE must be completed at SJSU. Complete one **SJSU** course in each category prior to enrollment. All courses require:

- Completion of Core GE
- Satisfaction of the Writing Skills Test
- Upper division standing

### **R. Earth & Environment (3 units)**

- ANTH 160**  
Recon Lost Civs
- ASTR101**  
Modern Astronomy
- BIOL 101**  
Origins of Life
- BIOL 110**  
Biodiversity
- ENGR 100W\***  
Engr Reports
- Envs 152**  
Enviro Global Distr
- GEOL 102**  
Hist Geol
- GEOL103**  
Earth-Systems
- GEOL 105**  
Gen Oceanography
- GEOL 107**  
Prehistoric Life
- GEOL/ENVS 111**  
Geol & Enviro
- GEOL112**  
Earthquakes Volcan
- LLD 128**  
Sound Comm
- METR 112**  
Global Climate Change
- ME1R/ENVS113**  
Atmos Pollution
- NUFS 115**  
Issues in Food Tox
- NUFS 139**  
Science & Hunger
- NUFS/HUP 163**  
Phys Fit + Nutrit
- PHIL 160**  
Phil of Science
- Phys/Musc 166**  
Physics of Music

(New GE format used in the Schedule of Classes since fall 2004)

## **SJSU Studies: Integrated Knowledge of an Educated Person (Formerly Advanced GE)**

Students must complete 12 units of SJSU Studies courses.

- All SJSU Studies courses must be completed at SJSU.
- Complete one SJSU course in each category.
- Prior to enrollment, all courses require completion of Core GE, satisfaction of the Writing Skills Test, and upper division standing. (For students who begin continuous enrollment Fall 2005 or later, 100W is prerequisite or co-requisite to enrollment in all other SJSU Studies courses).
- Students who fail the WST must consult their major advisor for appropriate preparation for SJSU Studies courses.
- For students who begin continuous enrollment Fall 2005 or later, courses used to satisfy Areas R, S, and V must be taken from three separate SJSU departments or other distinct academic units.

### **Earth & Environment (R)**

**Courses in Earth and Environment will cultivate a student's knowledge of the scientific study of the physical universe and its life forms. Students will understand and appreciate the interrelationship of science and human beings to each other.**

ANTH 160	Recon Lost Civs
ASTR 101	Modern Astronomy
BIOL 101	Origins of Life
BIOL 110	Biodiversity
ENGR 100W*	Engr Reports
*For approved majors only	
ENVS 152	Envir Global Distr
GEOL 103	Earth Systems
GEOL 105	Gen Oceanography
GEOL 107	Prehistoric Life
GEOL/ENVS 111	Geol and Envir
GEOL 112	Earthquakes Volcan
LING 123	Sound Comm
METR 112	Globl Climate Chng
METR/ENVS 113	Atmos Pollution
NUFS 115	Issues in Food Tox
NUFS 139	Science & Hunger
NUFS/KIN 163	Phys Fit + Nutrit
PHIL 160	Phil of Science
PHYS/MUSC 166	Physics of Music

# General Education

<b>Core General Education</b>	
<b>Basic Skills of an Educated Person</b>	<b>Basic Knowledge of an Educated Person</b>
<p><i>These courses help build key skills for learning – communication and critical thinking. An educated person can communicate ideas effectively both verbally and in writing. Being able to organize and express ideas is a key part of learning. An educated person must also have strong reasoning powers in order to analyze critically all types of information. The skills courses within General Education provide an opportunity for students to gain and enhance critical communication and analytical skills.</i></p>	
<p>Oral Communication (A1)                    3</p> <p>Written Communication 1A (A2)        3</p> <p>Critical Thinking (A3)                    3</p> <p>Mathematical Concepts (B4)            3</p>	<p><i>These courses help students gain the fundamental knowledge of an educated person. Students will have an opportunity to demonstrate an appreciation of the fundamentals of science, arts and letters, and the forces that shape the individual and modern society throughout the lifespan. This fundamental knowledge is crucial to understanding more advanced topics, including a major field of study.</i></p> <p>Physical Science (B1)                    3</p> <p>Life Science (B2)                         3</p> <p style="padding-left: 40px;">(one lab course in science required)</p> <p>Arts (C1)                                     3</p> <p>Letters (C2)                                 3</p> <p>Written Communication IB (C3)        3</p> <p>Human Behavior (D1)                    3</p> <p>Comparative Systems, Cultures &amp; Environments (D2)                        3</p> <p>Social Issues (D3)                        3</p> <p>Human Understanding &amp; Development (E)                         3</p>

<b>SJSU Studies (formerly Advanced GE)</b>	
<b>Integrated Knowledge of an Educated Person</b>	
<p><i>These courses will help students become integrated thinkers who can see connections between and among a variety of concepts and ideas. An educated person will be able to apply concepts and foundations learned in one area to other areas as part of a lifelong learning process. These courses will help students to live and work intelligently, responsibly, and cooperatively in a multicultural society and to develop abilities to address complex issues and problems using disciplined analytical skills and creative techniques.</i></p>	
<p>Earth and Environment (R)                    3</p> <p>Self, Society &amp; Equality in the U.S. (S)        3</p> <p>Culture, Civilization &amp; Global Understanding (V)        3</p> <p>Written Communication II (Z)                    3</p>	

<b>Graduation Requirements: American Institutions</b> (may be satisfied in Core)	0-6
<b>Physical Education</b>	0-2
(may be satisfied by two different activity courses)	

**Total Units:                    39 Units CORE                    9-12 Units SJSU Studies**