

## Greater Expectations Institute, 2010

### Assessment of General Education: Course and Program Levels

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## Plan for Today's Session

- What is the difference between course-embedded assessment and program assessment?
- Does your campus currently have one, both, neither? How do they relate to one another?
- LEAP and its role in GE Assessment
- Eliminating the “check-box” mentality for GE
- Implementation strategies
- Questions/Discussion

## Core General Education: – SCIENCE (B1, B2, B3)

### A. Goals

Science is a continuous and adaptive process through which we discover and communicate how the natural world works, separate fact from inference, and establish testable hypotheses. All students should sufficiently master essential quantitative and qualitative skills that are necessary to understand scientific knowledge and methods. Students should be able to incorporate scientific knowledge into the workplace and everyday life experiences.

### B. Student Learning

Students should be able to:

1. use the methods of science and knowledge derived from current scientific inquiry in life or physical science to question existing explanations;
2. demonstrate ways in which science influences and is influenced by complex societies, including political and moral issues; and
3. recognize methods of science, in which quantitative, analytical reasoning techniques are used.

### C. Content

- Students must complete at least one three-unit course in life science and one three-unit course in physical science. At least one laboratory course must be completed.
- *Diversity*. Issues of diversity shall be incorporated in an appropriate manner.
- *Writing*. The minimum writing requirement is 1500 words in a language and style appropriate to the discipline.

All Science courses should demonstrate how scientists seek proof for causal relationships between microscopic phenomena and macroscopic observables.

Physical Science (B1) courses focus on:

- laws of thermodynamics;
- structure of matter;
- interaction of matter and energy;
- behavior of physical systems through time;
- systems of classification; and
- physical processes of the natural environment.

Life Science (B2) courses focus on:

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

### D. Support

- *Instructor qualifications*
  - an understanding and appreciation of General Education;
  - a doctorate (preferred but not required);
  - college-level teaching experience or advanced (graduate) training in the subject matter of the course;
  - a professional commitment to the learning needs of a diverse student body;
  - sections designed for foreign students require substantial formal training and experience in teaching speakers of other languages, in addition to above requirements; and
  - teaching associates shall be allowed to teach a GE course only after training and under the close supervision of an expert in the field.

### E. Assessment

- Writing shall be assessed for grammar, clarity, conciseness and coherence.
- In accordance with the approved assessment plan, the course coordinator/department chair will summarize the assessment results according to the procedure for submitting courses for continuing certification in General Education.

## SJSU Studies: SELF, SOCIETY, & EQUALITY IN THE U.S. (S)

(For students beginning continuous enrollment in Fall 2005 or later, completion of, or co-registration in, a 100W course is required for enrollment in all SJSU Studies courses. Courses used to satisfy Areas R, S, and V must be taken from three separate SJSU departments, or other distinct academic units {having own HEGIS Code}).

### A. Goals

Students will study the interrelationship of individuals, racial groups, and cultural groups to understand and appreciate issues of diversity, equality, and structured inequality in the U.S., its institutions, and its cultures.

### B. Student Learning

After successfully completing the course, students shall be able to:

1. describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality;
2. describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.;
3. describe social actions which have led to greater equality and social justice in the U.S. (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age).; and
4. recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.

### C. Content

- *Diversity.* Issues of diversity shall be incorporated in an appropriate manner.
- *Writing.* Written assignments should include both in-class and out-of-class writing, giving students practice and feedback throughout the semester. Evaluative comments must be substantive, addressing the quality and form of writing. A single final term paper would not satisfy the requirement. A minimum of 3000 words of writing is required in a language and style appropriate for the discipline.
- *Civic Learning.* Courses shall address the civic relevance of the topic in an appropriate manner.
- *Values Clarification:* Students should demonstrate their ability to articulate and discuss their values, understand the source of those values, and engage in civil discourse.
- All courses in Self, Society, and Equality in the U.S. should include content to promote all of the above competencies.

### D. Support

- *Prerequisites*
  - Passage of the Writing Skills Test (WST)
  - 100W is prerequisite or co-requisite to all Self, Society, and Equality in the U.S. courses
  - Upper division standing (60 units)
  - Completion of Core General Education
- *Class size.* Class sections shall normally be limited to 40 students.
- *Pedagogical Approach*
  - Courses shall focus either on issues or present perspectives from different academic disciplines.
  - Courses shall require students to apply basic skills (reading, writing, speaking, critical thinking, research, and mathematics) and to utilize knowledge gained in Core General Education courses.
- *Active Learning*
  - Each course shall provide for active student participation. The class may not be exclusively lecture format.
  - Assignments must utilize library research and oral and written communication skills.
  - Courses should promote reflective processes and critical analysis.
- *Primary sources.* Course materials (readings, research) must include primary sources appropriate to the discipline (e.g. scholarly journal articles, original artwork)
- *Instructor qualifications*
  - an understanding and appreciation of General Education;
  - a doctorate (preferred but not required);
  - college-level teaching experience or advanced (graduate) training in the subject matter of the course;
  - a professional commitment to the learning needs of a diverse student body;

- sections designed for foreign students require substantial formal training and experience in teaching speakers of other languages, in addition to above requirements; and
- teaching associates shall be allowed to teach a GE course only after training and under the close supervision of an expert in the field.

**E. Assessment**

- Writing shall be assessed for grammar, clarity, conciseness and coherence.
- In accordance with the approved assessment plan, the course coordinator/department chair will summarize the assessment results according to the procedure for submitting courses for continuing certification in General Education.

**PROCEDURE FOR SUBMITTING COURSES FOR CONTINUING CERTIFICATION IN GENERAL EDUCATION (based on assessment materials)**  
**(Model Coordinator Summaries may be found at <http://www.sjsu.edu/ugs/assessment/ge/models/>)**

Submit an original plus **12 copies** (18 copies for English 1A/B and 100W courses) of the complete course assessment/continuing certification packet, including:

1. **Continuing Certification Request Form** (<http://www.sjsu.edu/ugs/ge/certification/>) for General Education courses.
2. If approved course has been modified (e.g. title, course description, etc.) since approval, include an approved **Minor Curriculum Change Form**.
3. **Course Outlines/Syllabi/Greensheets**  
Submit course outlines/syllabi for the current semester and the two most recent semesters the course has been offered (one for EACH instructor who has taught or is teaching the course). Student Learning Objectives must be on all greensheets for General Education courses. SJSU Studies course greensheets must state, "Courses to meet Areas R, S, and V of SJSU Studies must be taken from three different departments".
4. **Assessment**  
Use the **Coordinator Summary for General Education Assessment** (<http://www.sjsu.edu/ugs/assessment/ge/materials/>) to document your assessment findings.
5. **For Multi-Section General Education Courses**  
Please send to Undergraduate Studies (0030) a copy of the report format or form(s) you used to collect data from instructors teaching this course.

If there are any questions, please contact the Associate Dean (Curriculum) for Undergraduate Studies (4-2447).

**Approval Process**

1. *Department* submits a Continuing General Education assessment/certification packet (see above) to the *Board of General Studies* via its *College Dean* (see guidelines above). Designation of a department *Course Coordinator* is required (e.g., instructor, curriculum committee representative, department chair).
2. *College Curriculum Committee* reviews requests and forwards to *College Dean* for recommendation.
3. *College Dean* forwards the original plus **12 copies** (18 copies for English 1A/B and 100W courses) of all submitted packets to the *Board of General Studies* by the published submittal deadline (<http://www.sjsu.edu/ugs/assessment/ge/schedule/>).
4. Core and American Institutions courses (except for HUM 1A/B, 2A/B and AmSt 1A/B): *Board of General Studies* refers proposals to the appropriate Advisory Panel for review and recommendation back to the Board.
5. The *Panel* reviews the complete packet. If there are concerns about the course, one or more of the Panel members is designated to meet with the Course Coordinator/Department representative to express the Panel's concerns. Once the concerns have been addressed, the Panel forwards its recommendations to approve, deny, or modify/clarify the course to the Board.
6. The *Board* reviews and acts on all courses. No proposals are rejected or modified/clarified without consultation with the *Department*. After a final vote of the Board has been taken, the AVP for Undergraduate Studies writes a letter to the Department Chair stating the Board's action. If the course requires modification/clarification or has been denied, the Board's concerns are detailed in the letter. Although the Provost reserves the right to act on any General Education courses, that authority has been delegated to the AVP for Undergraduate Studies as Chair of the Board.
7. Undergraduate Studies records all actions in office files, and posts certifications to the official University Curriculum File.
8. Courses approved by February 1 may be scheduled for the following Fall term. Courses approved by September 1 may be scheduled for the following Spring term.
9. Continuing certification normally will be for a period of 4 years.

**CONTINUING CERTIFICATION REQUEST FORM FOR GENERAL EDUCATION COURSES**

CRS \_\_\_\_\_ TITLE \_\_\_\_\_

CORE \_\_\_\_\_ or SJSU Studies (formerly Advanced GE) \_\_\_\_\_ Area \_\_\_\_\_ Units \_\_\_\_\_

**ABSTRACT**

1. Course description (catalog description is sufficient)

COURSE COORDINATOR

\_\_\_\_\_ phone \_\_\_\_\_ email \_\_\_\_\_

SIGNATURES		recommend	deny
Department Chair _____	Date _____	<input type="checkbox"/>	<input type="checkbox"/>
College Dean _____	Date _____	<input type="checkbox"/>	<input type="checkbox"/>
AVP, UGS _____	Date _____	approve <input type="checkbox"/>	deny <input type="checkbox"/>
<i>(for Board of General Studies)</i>			
Provost _____	Date _____	<input type="checkbox"/>	<input type="checkbox"/>
<i>(or designee)</i>			

**COORDINATOR SUMMARY**  
**General Education Course Assessment Sheet**

**Areas B1, B2 and B3: SCIENCE**

**Course Summary Information**

Course Prefix and Number \_\_\_\_\_ Course Title: \_\_\_\_\_

Results reported for: \_\_\_ F05 \_\_\_ S06 \_\_\_ F06 \_\_\_ S07 \_\_\_ F07 \_\_\_ S08 \_\_\_ F08 \_\_\_ S09 semester(s) **(check all that apply)**

Number of sections offered during reported semester(s): \_\_\_\_\_

Summary includes data from instructors' reports for the following number of sections: \_\_\_\_\_

Course Coordinator: \_\_\_\_\_ email: \_\_\_\_\_

**Course Certification**

Were any issues or concerns identified when the course last received certification or continuing certification (see letter from AVP of Undergraduate Studies)?

\_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, briefly summarize course modifications that have been implemented to address issues or concerns identified in the course certification letter.

**Students Learning Objectives**

**Based on the assessment summaries submitted by course instructors, please answer the following questions: (If this is a multi-section course, please provide examples from several sections for the following questions or indicate that the activity/assignment is being used in more than one section)**

**Learning Objective 1: Students should be able to use the methods of science and knowledge derived from current scientific inquiry in life or physical science to question existing explanations.**

Out of approximately \_\_\_\_\_ students assessed, what percentage would you estimate:

Mastered LO1 at a high level \_\_\_\_\_ (averaged a "B+" or better on assessment activities)

Mastered LO1 at an average level \_\_\_\_\_ (averaged between a "C" and a "B+" on assessment activities)

Either failed to master LO1, or did so at a marginal level ("C-" or below on assessment activities)

What criteria (both formal and informal) did you use to estimate mastery of LO1? Briefly summarize 2 or 3 examples of activities/assignments that have been successful in helping students meet GE Student Learning Objective 1.

**Learning Objective 2: Students should be able to demonstrate ways in which science influences and is influenced by complex societies, including political and moral issues.**

Out of approximately \_\_\_\_\_ students assessed, what percentage would you estimate:

Mastered LO2 at a high level \_\_\_\_\_ (averaged a “B+” or better on assessment activities)

Mastered LO2 at an average level \_\_\_\_\_ (averaged between a “C” and a “B+” on assessment activities)

Either failed to master LO2, or did so at a marginal level (“C-” or below on assessment activities)

What criteria (both formal and informal) did you use to estimate mastery of LO2? Briefly summarize 2 or 3 examples of activities/assignments that have been successful in helping students meet GE Student Learning Objective 2.

**Learning Objective 3: Students should be able to use the methods of science, in which quantitative, analytical reasoning techniques are used.**

Out of approximately \_\_\_\_\_ students assessed, what percentage would you estimate:

Mastered LO3 at a high level \_\_\_\_\_ (averaged a “B+” or better on assessment activities)

Mastered LO3 at an average level \_\_\_\_\_ (averaged between a “C” and a “B+” on assessment activities)

Either failed to master LO3, or did so at a marginal level (“C-” or below on assessment activities)

What criteria (both formal and informal) did you use to estimate mastery of LO3? Briefly summarize 2 or 3 examples of activities/assignments that have been successful in helping students meet GE Student Learning Objective 3.

**Assessment Activity Summary**

a. Indicate where assessment activities have revealed that students had difficulty in meeting the Areas B1, B2, B3 Student Learning Objectives, and comment briefly on your experiences.

\_\_\_\_\_ Students had difficulty expressing mastery of Objectives in their writing (other than grammar, syntax, spelling, etc.)

\_\_\_\_\_ Students had difficulty expressing mastery of Objectives in their oral presentations

\_\_\_\_\_ Students had difficulty demonstrating mastery of Objectives in their interactions with other students

\_\_\_\_\_ Student research skills were inadequate to successfully complete assigned projects

\_\_\_\_\_ Student analytic skills were too weak to meet Objectives

\_\_\_\_\_ Students had difficulty applying scientific methods and theory to problems.

One or more of the Objectives were not sufficiently clear to the students and/or the professor (please explain briefly)

b. Which Learning Objective proved most difficult for students to master? \_\_\_\_\_  
Briefly, why was this so?

c. Briefly summarize course modifications that are planned or have been implemented to address any difficulties in meeting GE learning objectives that were summarized in previous questions.

d. Briefly summarize course modifications that are planned or have been implemented to address any difficulties in meeting writing proficiency (both grammar, etc. and content expression/mastery) that were summarized in previous questions.

**Inclusion of Content Objectives for Science Courses:**

The following Content Objective is specific to Areas B1, B2 and B3

- All Science courses should demonstrate how scientists seek proof for causal relationships between microscopic phenomena and macroscopic observables.
- Area B1 - *Physical Science* courses focus on: laws of thermodynamics; structure of matter; interaction of matter and energy; behavior of physical systems through time; systems of classification; and physical processes of the natural environment.
- Area B2 - *Life Science* courses focus on: structures and functions of living organisms; levels of organization of living systems, from atom to planet; strategies for survival and reproduction; patterns of evolution; principles of genetics, including the basis for variation; and interaction of organisms and their natural environment.

a. In light of what you have learned from your assessment activities, please give some examples of activities/assignments that have been particularly effective in incorporating issues of diversity into the course.

b. Which Content Objective(s) proved most difficult for students to master? \_\_\_\_\_  
Briefly, why was this so?

c. Describe how you meet the 1500 word-writing requirement (e.g. essay exams, 2, 3-page papers, etc.) Please briefly summarize the focus of 2 or 3 assignments that are particularly effective in meeting the writing goals of the course (include both in-class and out-of-class examples).

**Coordination**

a. If this is a multiple section course or if different faculty teach this course during different semesters, please summarize how you coordinate the sections and the effectiveness of coordination activities in helping all sections meet GE Student Learning Objectives and implement the assessment plan. (N/A if not applicable)

b. Have faculty teaching in this course had discussions regarding measurement or grading of the accomplishment of Core GE Learning Outcomes? \_\_\_\_\_ Briefly \_\_\_\_\_ In-depth \_\_\_\_\_ No

Have any rubrics or other formal measuring tools been developed that could be used across sections?

\_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, please describe briefly or attach.

If no to both questions, and if different faculty use different assessments for the same Objective, how do the Coordinator and the faculty ensure that comparable assessments are being made?

**Evaluation of the Assessment Activities**

Are the assessment activities you are using unchanged from the plan submitted with the GE certification request?  
\_\_\_\_\_ Yes \_\_\_\_\_ No

In terms of the original assessment plan submitted with the course certification, the assessment plan  
\_\_\_\_\_ met our needs and continues to be used  
\_\_\_\_\_ requires/required some modification  
\_\_\_\_\_ requires/required major changes to be useful

Please explain your response to the above, and include a summary of modifications that have been made or that you intend to make to your assessment activities:

**Additional Comments**

Please include any additional comments you have here.

**Data Collection**

Please attach a copy of the report format or form you used to collect data from instructors teaching this course.

**Date Summary Completed:** \_\_\_\_\_

# SJSU General Education

## Core General Education

### Basic Skills of an Educated Person

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.

Oral Communication (A1)	3
Written Communication 1A (A2)	3
Critical Thinking (A3)	3
Mathematical Concepts (B4)	3

### Basic Knowledge of an Educated Person

*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.*

Physical Science (B1)	3
Life Science (B2)	3
(one lab course in science required)	
Arts (C1)	3
Letters (C2)	3
Written Communication IB (C3)	3
Human Behavior (D1)	3
Comparative Systems, Cultures & Environments (D2)	3
Social Issues (D3)	3
Human Understanding & Development (E)	3

## SJSU Studies (formerly Advanced GE)

### Integrated Knowledge of an Educated Person

*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.*

Earth and Environment (R)	3
Self, Society & Equality in the U.S. (S)	3
Culture, Civilization & Global Understanding (V)	3
Written Communication II (Z)	3

<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**



San José State  
UNIVERSITY

## GENERAL EDUCATION Fall, 2005\*

A university brings together many separate areas of learning, yet it is more than just a collection of specialized disciplines. The SJSU General Education Program incorporates the development of skills, the acquisition of knowledge, and the integration of knowledge through the study of facts, issues, and ideas. Regardless of major, all who earn undergraduate degrees should share common educational experiences, as they become university scholars. In combination with major, minor, and elective courses, the General Education curriculum should help students attain those attributes found in an educated person.

### General Education Program Objectives

Students who complete the General Education curriculum should be able to demonstrate:

- a broad understanding of the sciences, social sciences, humanities, and the arts;
- an ability to communicate ideas effectively both in speaking and in writing;
- the capacity for critical and creative thinking;
- an understanding of ethical choices inherent in human development;
- an ability to assess information (information literacy);
- an ability to address complex issues and problems using disciplined analytic skills and creative techniques;
- multi-cultural and global perspectives gained through intellectual and social exchange with people of diverse backgrounds and experiences;
- the characteristics of “intentional learners” who can adapt to new environments, integrate knowledge from different sources, and continue learning throughout their lifetimes; and
- the capacity to participate as a socially responsible member of civic, professional, cultural, and other communities.

The advancement of academic discourse requires civility and a respectful attitude toward all in the expression and consideration of a variety of viewpoints. All courses shall reinforce the ethical responsibility of students and instructors to acknowledge respectfully the learning styles and forms of expression of individuals and members of all groups.

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\*Supersedes Spring 1998 Guidelines

Consult “Implementation Issues” section for information on effective dates

# SJSU General Education

## Core General Education

### Basic Skills of an Educated Person

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.

Oral Communication (A1)	3
Written Communication 1A (A2)	3
Critical Thinking (A3)	3
Mathematical Concepts (B4)	3

### Basic Knowledge of an Educated Person

*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.*

Physical Science (B1)	3
Life Science (B2)	3
(one lab course in science required)	
Arts (C1)	3
Letters (C2)	3
Written Communication IB (C3)	3
Human Behavior (D1)	3
Comparative Systems, Cultures & Environments (D2)	3
Social Issues (D3)	3
Human Understanding & Development (E)	3

## SJSU Studies (formerly Advanced GE)

### Integrated Knowledge of an Educated Person

*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.*

Earth and Environment (R)	3
Self, Society & Equality in the U.S. (S)	3
Culture, Civilization & Global Understanding (V)	3
Written Communication II (Z)	3

<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**

**CORE GENERAL EDUCATION AND SJSU STUDIES:**

*Course Goals, Student Learning Objectives, and Content Objectives that Assess Overall Program Objectives*

<b>Overall General Education Program Objective</b>	Skills (A1,2,3)	Science & Math (B1,2,4)	Hum & Arts (C1,2,3)	Social Science (D1,2,3)	HUD (E)	Earth & Environment (R)	Self, Society, and Equality in the U.S. (S)	Culture, Civilization & Global Understanding (V)	Written Comm II (Z)
<p><b>1. A broad understanding of the sciences, social sciences, humanities, and the arts</b></p>	<p><b>A1</b> Identify &amp; assess socially significant and intellectual topics, then compose and deliver extemporaneous oral presentations on these topics.</p>	<p><b>B1, 2</b> Use the methods of science and knowledge derived from current scientific inquiry in life or physical science to question existing explanations;  demonstrate ways in which science influences and is influenced by complex societies, including political and moral issues; and  recognize methods of science, in which quantitative, analytical reasoning techniques are used. <b>B4</b> Use mathematical methods to solve quantitative problems, including those presented in verbal form; use mathematics to solve real life problems; and arrive at conclusions based on numerical and graphical data..</p>	<p><b>C1</b> Recognize aesthetic qualities and processes that characterize works of the human intellect and imagination; <b>C2</b> Recognize how significant works illuminate enduring human concerns.</p>	<p>Place contemporary developments in cultural, historical, environmental, and spatial contexts; identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them; and evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues.</p>	<p>Recognize the physiological, social/cultural, and psychological influences on their well-being; recognize the interrelation of the physiological, social/cultural, and psychological factors on their development across the lifespan.</p>	<p>Demonstrate an understanding of the methods and limits of scientific investigation; distinguish science from pseudo-science; and apply a scientific approach to answer questions about the earth and environment.</p>	<p>Understand the issues of diversity, equality, and structured inequality across U.S. cultures and institutions via perspectives from the social sciences, humanities and the arts.</p>	<p>Appreciate human expression in cultures outside the U.S. and understand how that expression has developed over time.</p>	