

General Education

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General Education profoundly influences undergraduates by providing the breadth of knowledge necessary for meaningful work, life-long learning, socially responsible citizenship, and intellectual development. This 49-unit program, which comprises over one third of an undergraduate's course of study, places specialized disciplines into a wider world, enabling students to integrate knowledge and to make connections among fields of inquiry.

The General Education program at SDSU prepares students to succeed in an increasingly complex and rapidly changing world. Our students will live and work in the context of globalization, scientific and technological innovation, cross-cultural encounters, environmental challenges, and unforeseen shifts in economic and political power. Through this program, students will acquire knowledge of human cultures and the physical and natural world that will enable them to engage significant questions, both contemporary and enduring.

To put their breadth of knowledge to work, students gain intellectual and practical skills such as inquiry and analysis, creative and critical thinking, written and oral communication, scientific and quantitative literacy, and technological-information proficiencies. Students practice these skills in progressively challenging venues, mastering learning outcomes from a series of courses drawn from the following four sections: I) Communication and Critical Thinking; II) Foundations of Learning; III) American Institutions; and IV) Explorations of Human Experience. In order to acquire the skills required for advanced coursework within and across disciplines, student should complete the four sections sequentially.

The General Education program at San Diego State University is evolving. A standing committee of faculty and students reviews the program continually and encourages the development of new courses, concepts, and learning experiences.

Seven Essential Capacities Developed through General Education

In addition to mastering the specialized disciplinary knowledge typically associated with undergraduate majors, well-educated individuals acquire general abilities, habits of mind, or capacities that significantly enhance their intellectual and professional lives. Students come to understand how arguments—whether in journal articles, laboratory reports, lyrics, or manifestos—are constructed and evaluated; and they are able to craft persuasive cases in a wide variety of contexts. Students become familiar with the ways scholars—whether physicists or literary critics— theorize; and they are able to apply different kinds of theoretical models to realworld conditions. Students come to realize that most significant phenomena—from endangered species to British novels—cannot be understood in isolation because they are inevitably situated in complex webs or networks of interrelated phenomena; and they are able to locate concepts, ideas, texts, and events within these broader contexts. Students recognize the value of engaging diverse and opposing principles, perspectives, and people to achieve political, intellectual, artistic, and social ends; and they grow competent in the sorts of negotiations such engagement requires. Students come to appreciate that local and global perspectives on subjects as diverse as policing, safe drinking water, and artistic trends are inevitably connected; and they can bring the two perspectives together. Students come to see that diverse concepts—from principles of harmony to supply and demand—

apply to multiple phenomena; and they are skilled in identifying the relevance of such concepts across traditional boundaries. Finally, students come to understand the intricate causal relationships between actions—whether giving a dowry or exploring space—and their effects; and they develop the ability to evaluate consequences in meaningful and responsible ways.

In order to develop these abilities in all our students, San Diego State University's General Education program will emphasize the following seven essential capacities:

1. Construct, analyze, and communicate arguments;
2. Apply theoretical models to the real world;
3. Contextualize phenomena;
4. Negotiate differences;
5. Integrate global and local perspectives;
6. Illustrate relevance of concepts across boundaries;
7. Evaluate consequences of actions.

It is important to note that although these essential capacities inform General Education, they are by no means its exclusive property. In fact, these fundamental abilities are to be further strengthened through students' major coursework. More specific goals of the various areas of General Education articulate directly with the seven essential capacities, in many cases manifesting the general abilities characterized—in rather abstract terms—by the capacities.

Communication and Critical Thinking

Communication and Critical Thinking are essential skills that underlie all university education. Focusing particularly on argument, courses in this area of General Education help students understand the general function of writing, speaking, visual texts, and thinking within the context of the university at large, rather than within specific disciplines. In addition to featuring the basic rules and conventions governing composition and presentation, Communication and Critical Thinking courses establish intellectual frameworks and analytical tools that help students explore, construct, critique, and integrate sophisticated texts.

Goals in Communication and Critical Thinking:

- Goal 1: Craft well-reasoned arguments for specific audiences.
- Goal 2: Analyze a variety of texts commonly encountered in the academic setting.
- Goal 3: Situate discourse within social, generic, cultural, and historic contexts.
- Goal 4: Assess the relative strengths of arguments and supporting evidence.

Foundations of Learning

Foundations of Learning courses follow and build upon Communication and Critical Thinking courses and are offered by individual departments and interdisciplinary areas in the Natural Sciences and Quantitative Reasoning, Social and Behavioral Sciences, and Humanities and Fine Arts. Foundations of Learning courses in the Natural Sciences and Quantitative Reasoning are divided into four categories: 1. Physical Sciences, 2. Life Sciences, 3. Laboratory, and 4. Mathematics and Quantitative Reasoning. Those in the Humanities and Fine Arts are divided into five categories: 1. Literature, 2. Art, Classics, Dance, Drama, Humanities, and Music, 3. History, 4. Philosophy and Religious Studies, and 5. Foreign Language. Foundations of Learning courses introduce students to the basic concepts, theories, and approaches offered by disciplinary and interdisciplinary areas of study. They provide the foundation to understand and approach problems in the academy, and in local and global real-world environments. Consistent with class size and learning goals, they cultivate skills in reading, writing, communication, computation, information-gathering, and use of technology. Where appropriate, courses intended as preparation for a major may also be designated as Foundations courses. Only lower division courses are designated as Foundations of Learning courses.

Explorations of Human Experience

Explorations of Human Experience courses are upper division

courses which allow concentrated or thematic study. In Explorations of Human Experience there are three areas of study – Natural Sciences and Quantitative Reasoning, Social and Behavioral Sciences, and Humanities and Fine Arts. Among these areas are courses designated as cultural diversity courses. “Explorations of Human Experience” courses take the goals and skills of “Foundations of Learning” courses to a more advanced level. This may find expression in one or more of the following pedagogical elements: greater interdisciplinary, more complex and in-depth theory, deeper investigation of local problems, and wider awareness of global challenges. More extensive reading, written analysis involving complex comparisons well-developed arguments, considerable bibliography, and use of technology are appropriate in many explorations courses. Courses narrowly centered within one aspect of a discipline are more suited to major study than general education, which encourages students to relate their learning across the range of their educational experience. Explorations of Human Experience courses are upper division and cannot be used to fulfill this requirement if taken before students reach junior standing (passing 60 units).

Areas of Study In Foundations of Learning and Explorations of Human Experience

A. Natural Sciences and Quantitative Reasoning

Natural Sciences

Natural Sciences use the scientific process to study nature and represent an approach to the study of the universe and its natural laws and phenomena. Students achieve basic scientific literacy and thereby understand the scientific process including the value of observation, hypothesis testing, and experiments in the advance of science. Thus students require a general understanding of fundamental concepts and knowledge accumulated by the natural sciences.

From that understanding, students develop an ability to reason about and follow new developments in the natural sciences, and to think in a scientifically informed manner about social and political issues that involve science and technology.

Goals for GE Courses in the Natural Sciences

- Goal 1: Explain basic concepts and theories of the natural sciences.
- Goal 2: Use logic and scientific methods to analyze the natural world and solve problems.
- Goal 3: Argue from multiple perspectives about issues in natural science that have personal and global relevance.
- Goal 4: Use technology in laboratory and field situations to connect concepts and theories with real-world phenomena.

Quantitative Reasoning

Quantitative reasoning refers to a range of academic capacities that includes learning from data, communicating quantitatively, analyzing evidence and assertions, and employing quantitative intuition. While quantitative reasoning is essential to sciences, other disciplines require the ability to use and comprehend quantitative language. To do this, students require the ability to analyze and interpret data in both scientific and social contexts. By possessing this set of mathematical and problem solving skills, students will be able to engage effectively in quantitative situations arising in life and work.

Goals for GE Courses in Quantitative Reasoning

- Goal 1: Apply appropriate computational skills and use basic mathematical concepts to analyze problems in natural and social sciences.
- Goal 2: Use methods of quantitative reasoning to solve and communicate answers to real-world problems.

B. Social and Behavioral Sciences

The Social and Behavioral Sciences focus on human behavior, cognition, and organization from anthropological, economic, geographic, linguistic, political, psychological

and sociological perspectives. Students gain an understanding of society and culture, as well as individual and social interaction processes. Disciplines within the Social and Behavioral Sciences employ the scientific method and utilize both quantitative and qualitative techniques to analyze the diversity and complexity of human experience. Through interdisciplinary learning, students explore the relationships between human societies and the physical environment.

Goals for GE Courses in the Social and Behavioral Sciences

- Goal 1: Explore and recognize basic terms, concepts, and domains of the social and behavioral sciences.
- Goal 2: Comprehend diverse theories and methods of the social and behavioral sciences.
- Goal 3: Identify human behavioral patterns across space and time and discuss their interrelatedness and distinctiveness.
- Goal 4: Enhance understanding of the social world through the application of conceptual frameworks from the social and behavioral sciences to firsthand engagement with contemporary issues.

C. Humanities and Fine Arts

The Humanities and Fine Arts encompass works of the imagination, such as art, literature, film, drama, dance, and music, and related scholarship. Students better understand human problems, responsibilities, and possibilities in changing historical contexts and diverse cultures, and in relation to the natural environment. Students acquire new languages and familiarize themselves with related cultures. They gain the ability to recognize and assess various aesthetic principles, belief systems, and constructions of identity. Students acquire capacities for reflection, critique, communication, cultural understanding, creativity, and problem solving in an increasingly globalized world.

Goals for GE Courses in the Humanities and Fine Arts

- Goal 1: Analyze written, visual, or performed texts in the humanities and fine arts with sensitivity to their diverse cultural contexts and historical moments.
- Goal 2: Develop a familiarity with various aesthetic and other value systems and the ways they are communicated across time and cultures.
- Goal 3: Argue from multiple perspectives about issues in the humanities that have personal and global relevance.
- Goal 4: Demonstrate the ability to approach complex problems and ask complex questions drawing upon knowledge of the humanities

D. Cultural Diversity Requirement

One explorations course in areas A, B, or C must be a course in cultural diversity, as indicated by an asterisk. Cultural diversity courses focus on the theoretical and practical factors of age, class, disability, ethnicity, gender, gender identity, immigration, nation, race, religion, sexuality, socioeconomic status, and other significant markers of social identity. Courses meeting this requirement examine the complexity of diversity through an analysis of differential inequities, oppression, power, and privilege. Cultural diversity courses focus on non-dominant views and perspectives.

Goals for GE courses meeting the diversity requirement:

- Goal 1: Enhance understanding of the diverse efforts and strategies used by groups to transform and/or dismantle structures of oppression.
- Goal 2: Foster reflection and appreciation of non-dominant perspectives, their contribution to society and culture, and models for their inclusion.
- Goal 3: Analyze the intersection of the categories of various dimensions of difference as they affect cultural groups' members lived realities and/or as they are embodied in personal and collective identities.
- Goal 4: Formulate informed views on the mechanisms for

maintaining existing power structures and their impact on all sectors of society.

E. Lifelong Learning and Self-Development

Lifelong Learning and Self-Development facilitate understanding of the human being as an integrated physiological, social, and psychological organism. Students learn about such matters as human behavior, sexuality, nutrition, health, stress, key relationships of humankind to the social and physical environment, and implications of death and dying. Courses in Lifelong Learning and Self-Development integrate three kinds of inquiry (though not necessarily with equal emphasis): 1. Sociological: in this context, the relationships between an individual and broader society; 2. Physiological: the human body as an integrated organism with systemic functions such as movement, nutrition, growth, reproduction, and aging; and 3. Psychological: the study of the mental processes that create consciousness, behavior, emotions, and intelligence. Lifelong Learning and Self-Development also may include physical activity courses, varsity sports, and basic training in the military provided that the activity is an integral part of the study described above and is awarded academic credit. Students may not complete Area E using only physical activity courses.

Goals for GE Courses in Lifelong Learning and Self-Development

- Goal 1: Develop cognitive, physical, and affective skills to become more integrated and well-rounded individuals in society.
- Goal 2: Comprehend various behaviors conducive to physiological health and development.
- Goal 3: Identify and apply strategies leading to psychological well-being.
- Goal 4: Develop strategies to be integrated physiological, socio-cultural, and psychological beings engaged in learning and self-development throughout their lives.

Guidelines for Submitting a Proposal that includes General Education

1. Qualifications relevant to goals, capacities and areas of general education:

Briefly state how your course fits into the level of Foundations or Explorations.

- Identify the area of study of general education to which your course applies (e.g. Natural Science and Quantitative Reasoning, Social and Behavioral Sciences, Humanities and the Fine Arts) and describe how the goals for that section are addressed by your course. Provide specific examples of the coursework that best apply to each goal.
- Identify three of the capacities for general education that are developed extensively in your course, providing specific examples of the coursework that best applies to each capacity and how you will assess student learning.
- What forms of communication and information literacy will students learn in the course? State the approximate amount and kind of written work required, and how students will be required to access and evaluate sources of information.
- Does the design of this course for General Education differ from how the course would be designed for majors? If so, how? If not, why does it serve both audiences?
- If the course is being proposed to satisfy cultural diversity indicate how its content emphasizes non-dominant perspectives, cultures, views, and traditions.

2. Course syllabus to include the general education program description, student learning outcomes, required readings and work, grading standards, and evaluation procedures.

You may call the Division of Academic Engagement and Student Achievement, the Chair of the Committee on General Education, or Curriculum Services for assistance.

Required Language Explaining Place of the Course in General Education Program

Program

All courses in the General Education Program are required to include the relevant following paragraphs on their syllabi. These paragraphs serve to communicate the student learning outcomes of the General Education Program to both students and professors. Courses in Communication and Critical Thinking will put the first paragraph on their syllabi; courses in Foundations will use the first paragraph under that heading and a second paragraph relating to the area of Foundations that the course is in; Explorations classes will use the first paragraph here under that heading and the second paragraph that pertains to the area of Explorations that the class is in.

Communication and Critical Thinking

This course is one of three courses that you will take in the General Education area of Communication and Critical Thinking. Upon completing this area of our General Education program, you will be able to: 1) craft well-reasoned arguments for specific audiences; 2) analyze a variety of texts commonly encountered in the academic setting; 3) situate discourse within social, generic, cultural, and historic contexts; and 4) assess the relative strengths of arguments and supporting evidence.

Foundations

This course is one of nine courses that you will take in General Education Foundations. Foundations courses cultivate skills in reading, writing, research, communication, computation, information literacy, and use of technology. They furthermore introduce you to basic concepts, theories and approaches in a variety of disciplines in order to provide the intellectual breadth necessary to help you integrate the more specialized knowledge gathered in your major area of study into a broader world picture.

This course is one of three Foundations courses that you will take in the area of Natural Sciences and Quantitative Reasoning. Upon completing Natural Science Foundations courses in physical sciences, life sciences, and a lab, you will be able to: 1) explain basic concepts and theories of the natural sciences; 2) use logic and scientific methods to analyze the natural world and solve problems; 3) argue from multiple perspectives about issues in natural science that have personal and global relevance; 4) use technology in laboratory and field situations to connect concepts and theories with real-world phenomena. Upon completing a Foundations course in Quantitative Reasoning you will be able to: 1) apply appropriate computational skills and use basic mathematical concepts to analyze problems in natural and social sciences; and 2) use methods of quantitative reasoning to solve and communicate answers to real-world problems.

This course is one of two Foundations courses that you will take in the area of Social and Behavioral Sciences. Upon completing this area of Foundations, you will be able to: 1) explore and recognize basic terms, concepts, and domains of the social and behavioral sciences; 2) comprehend diverse theories and methods of the social and behavioral sciences; 3) identify human behavioral patterns across space and time and discuss their interrelatedness and distinctiveness; 4) enhance your understanding of the social world through the application of conceptual frameworks from the social and behavioral sciences to first-hand engagement with contemporary issues.

This course is one of four Foundations courses that you will take in the area of Humanities and Fine Arts. Upon completing of this area of Foundations, you will be able to: 1) analyze written, visual, or performed texts in the humanities and fine arts with sensitivity to their diverse cultural contexts and historical moments; 2) describe various aesthetic and other value systems and the ways they are communicated across time and cultures; 3) identify issues in the humanities that have personal and global relevance; 4) demonstrate the ability to approach complex problems and ask complex questions drawing upon knowledge of the

humanities.

Explorations

Courses that fulfill the 9-unit requirement for Explorations in General Education take the goals and skills of GE Foundations courses to a more advanced level. Your three upper division courses in Explorations will provide greater interdisciplinary, more complex and in-depth theory, deeper investigation of local problems, and wider awareness of global challenges. More extensive reading, written analysis involving complex comparisons, well-developed arguments, considerable bibliography, and use of technology are appropriate in many Explorations courses.

This is an Explorations course in Natural Sciences. Completing this course will help you learn to do the following with greater depth: 1) explain basic concepts and theories of the natural sciences; 2) use logic and scientific methods to analyze the natural world and solve problems; 3) argue from multiple perspectives about issues in natural science that have personal and global relevance; 4) use technology in laboratory and field situations to connect concepts and theories with real-world phenomena.

This is an Explorations course in Social and Behavioral Sciences. Completing this course will help you learn to do the following with greater depth: 1) explore and recognize basic terms, concepts, and domains of the social and behavioral sciences; 2) comprehend diverse theories and methods of the social and behavioral sciences; 3) Identify human behavioral patterns across space and time and discuss their interrelatedness and distinctiveness; 4) enhance your understanding of the social world through the application of conceptual frameworks from the social and behavioral sciences to first-hand engagement with contemporary issues.

This is an Explorations course in the Humanities and Fine Arts. Completing this course will help you to do the following in greater depth: 1) analyze written, visual, or performed texts in the humanities and fine arts with sensitivity to their diverse cultural contexts and historical moments; 2) describe various aesthetic and other value systems and the ways they are communicated across time and cultures; 3) identify issues in the humanities that have personal and global relevance; 4) demonstrate the ability to approach complex problems and ask complex questions drawing upon knowledge of the humanities.

For existing courses: Complete a course modification via CurricUNET.

For either new or existing courses, the following procedures for dissemination of information apply:

Initial Dissemination

- Contact the chair of any department whose course offerings may overlap the proposed course. Attach correspondence showing approval to the proposal record.
- Course proposals for General Education shall be reviewed by the individual and/or committee responsible for curriculum within the college.

College Level Decisions

Each college shall develop a procedure for informing all departments within the college about proposed changes to General Education sufficiently in advance of college curriculum committee meetings to allow for consultation.

Campus Level Decisions

- Final comments from departments in the college shall be sent to the college curriculum committee chair and the sponsor of the proposal at least three days before the meeting.
- Conflicts that appear to be motivated by college-level issues shall be decided by the college committee before the course is forwarded to Academic Affairs. Conflicts that focus on the relationship of the proposed course to GE goals and criteria shall be handled by the SDSU General Education Committee.
- Conflicts focusing on the relationship of the proposed course to GE goals and criteria and all inter-college issues shall be decided by the General Education Committee.

NOTE: General Education Courses - Frequency of Offerings - Policy

adopted by the Senate, May 1983 and revised December 1998.
All General Education courses shall be offered with enrollment at least once every three years at any San Diego State University campus. Any course not offered during this time shall be dropped from the General Education program. Departments who wish to have a deleted course reinstated in General Education should submit a proposal for reinstatement through the regular curricular process. Justification for the reinstatement should be included.