

**University Policy Statement
California State University, Fullerton**

UPS 411.201

GENERAL EDUCATION: GOALS FOR STUDENT LEARNING

The Goals of General Education

General education is central to a university education, and should enhance students' awareness of themselves in a complex universe, drawing upon multiple points of view. As a result of general education experience, students should acquire **knowledge** of diverse disciplinary and cultural perspectives and **skill** in comparing, contrasting, applying, and communicating effectively these perspectives in tasks considered appropriate to particular courses.

The General Education Program at California State University, Fullerton, is divided into four major categories: I. Core Competencies, II. Historical and Cultural Foundations, III. Disciplinary Learning, and IV. Lifelong Learning. These four areas consist of lower division (100- and 200-level) courses in areas fundamental to a university education and upper division (300- and 400-level) courses that draw upon, integrate, apply, and extend the knowledge and skills that are the goals of the lower division courses.

A fifth category includes goals for learning in the area of Cultural diversity. Student work in categories III. B.3, III.C.2, or IV must include at least one three-unit course, identified with a star (*), that meets the learning goals for category V, Cultural Diversity.

The goals of category I, Core Competencies, are essential goals for the entire program of general education. Specifically, general education courses will include student writing assignments appropriate to the course. Writing assignments in General Education courses should involve the organization and expression of complex data or ideas and careful and timely evaluations of writing so that deficiencies are identified and suggestions for improvement and/or for means of remediation are offered. Assessments of the student's writing competence shall be used in determining the final course grade.

The learning goals specified in this document identify ideal student learning objectives for each General Education category and subcategory. Except where otherwise specifically provided for, no single course should necessarily be expected to pursue every goal specified for that course's category or subcategory, but the more goals that a particular course addresses the more appropriate that course will be as a general education offering.

Course outlines (syllabi) for courses that meet General Education requirements shall include the following:

- a. A statement of the specific General Education requirement(s) that the course meets.
- b. An inclusion of the learning goals for the General Education category or categories in which the course carries credit.
- c. Courses in Oral Communication (I.A.), Written Communication (I.B.), Critical Thinking (I.C.) and Mathematics (III.A.1) shall include a statement that “A grade of “C” (2.0) or better is required to meet this General Education requirement. A grade of “C-” (1.7) or below will not satisfy this General Education requirement.”
- d. An indication of the way in which the General Education writing requirement shall be met and assessed.

I. Core Competencies (9 units minimum)

The Core Competencies include Oral Communication (3 units minimum), Written Communication (3 units minimum), and Critical Thinking (3 units minimum).

Overall Goals

Courses in I. Core Competencies (Oral and Written Communication and Critical Thinking) include the following goals for student learning:

1. To organize one’s thoughts and communicate them clearly and effectively, using language that demonstrates sensitivity to gender and cultural differences.
2. To select and present clearly and effectively information and arguments for a variety of purposes and audiences.
3. To recognize and evaluate with rigor the features, functions, and contexts of language that express and influence meaning.
4. To compare and contrast with care and accuracy the relative merits of alternative or opposing arguments, interpretations, assumptions, and cultural values.
5. To reflect in an open-minded manner on one’s own thinking in relation to the ideas of others.
6. To work effectively as a member of a collaborative team.

A. Oral Communication (3 units minimum)

Courses in I. A. Oral Communication include the following goals for student learning:

1. To develop and present a clearly spoken message in English.
2. To practice effective listening and speaking in a dialogue.
3. To present an oral message clearly and effectively using relevant and adequate supporting evidence.
4. To understand the influence of culture and context on oral communication.
5. To understand and value difference in communication styles.
6. To negotiate cooperative action and solutions to problems.
7. To select and use effectively appropriate techniques and materials to support ideas and to motivate and persuade others.

B. Written Communication (3 units minimum)

Courses in I. B. Written Communication include the following goals for student learning:

1. To develop and present a clearly written message in English.
2. To express and advocate ideas clearly and effectively in writing.
3. To support written arguments with relevant and adequate evidence.
4. To demonstrate sensitivity to matters of style in written language.
5. To assess with insight one's own writing by critiquing the writing of others.
6. To synthesize learning through the medium of writing.

C. Critical Thinking (3 units minimum)

Courses in I. C. Critical Thinking include the following goals for student learning:

1. To identify the relevant evidence and experiences needed to make a decision, solve a problem, or create new knowledge.
2. To clarify the facts, concepts, evidence, and relationships that contribute to addressing questions and solving problems.
3. To evaluate the quality and sufficiency of evidence and other forms of support for a position.

4. To revise arguments and findings based on critical reflection.
5. To recognize the explicit and implicit features in communication.
6. To assess accurately similarities and differences in points of view.
7. To monitor one's own comprehension and apply various strategies to clarify one's own thoughts and actions.
8. To be organized, persistent, and focused in thinking, inquiry, and communication.

II. Historical and Cultural Foundations

(12 units minimum)

Historical and Cultural Foundations include the Development of World Civilization (6 units minimum) and American History, Institutions, and Values (6 units minimum), the latter consisting of American History (3 units minimum) and Government (3 units minimum).

A. The Development of World Civilization (6 units minimum)

Courses in II. A. Development of World Civilization include the following goals for student learning:

1. To understand holistically the origins and historical development of world civilizations within a global context.
2. To describe and analyze critically the reciprocal influence of Western and non-Western institutions, values, and ideas.
3. To recognize the forces that contributed to the particular development of diverse societies and shaped our present world.
4. To recognize and understand the contributions of ethnic and gender groups to past and present societies in contexts of accommodation and resistance.
5. To understand and describe critically major political, economic, intellectual, and cultural themes recurring throughout the history of the world.

B. American History, Institutions, and Values (6 units minimum)

Overall Goals

Courses in II. B. American History, Institutions, and Values include the following goals for student learning:

- a. To understand critically the historical development of American institutions and values and their impact on the individual and collective lives of Americans.

- b. To assess critically how the Constitution of the United States and government under the Constitution have shaped American democracy and contemporary American society.
- c. To understand critically the political culture of citizen participation, including political parties, pressure groups, public opinion, and the electoral process.

1. American History (3 units minimum)

Courses in II. B. 1. American History include the following as principal goals for student learning.

- a. To recognize the significance of important cultural, intellectual, moral, and political struggles that have shaped contemporary American society.
- b. To recognize the significance of the contributions of various ethnic and gender groups to American history, political institutions, and values within contexts of cultural accommodation and resistance.

2. Government (3 units minimum)

Courses in II. B. 2. Government include the following as principal goals for student learning.

- a. To assess critically the Constitutions of the United States and of California, and the operation of representative democratic government under those Constitutions.
- b. To explain the processes and interaction between and among local, state, and national government, with particular reference to California.
- c. To understand critically the structures, functions, and processes of the three branches of government and resulting public policies.
- d. To assess critically behavior and institutional practices in United States and California politics.

III. Disciplinary Learning

(27 units minimum)

Disciplinary Learning includes Mathematics and Natural Science (12 units minimum), Arts and Humanities (9 units minimum), and Social Sciences (6 units minimum).

A. Mathematics and Natural Sciences (12 units minimum)

- 1. Mathematics** (3 units minimum.) A grade of “C” (2.0) or better is required in this section.

Courses in III. A. 1. Mathematics include the following goals for student learning:

- To understand and appreciate the varied ways in which mathematics is used in problem-solving.
- To understand and appreciate the varied applications of mathematics to real-world problems.
- To perform appropriate numerical calculations, with knowledge of the underlying mathematics, and draw conclusions from the results.
- To demonstrate knowledge of fundamental mathematical concepts, symbols, and principles.
- To solve problems that require mathematical analysis and quantitative reasoning.
- To summarize and present mathematical information with graphs and other forms that enhance comprehension.
- To utilize inductive and deductive mathematical reasoning skills in finding solutions, and be able to explain how these skills were used.
- To explain the overall process and the particular steps by which a mathematical problem is solved.
- To demonstrate a sense of mastery and confidence in the ability to solve problems that require mathematical concepts and quantitative reasoning.

- 2. Natural Sciences** (6 units minimum, including at least one laboratory course)

Overall Goals

Courses in III. A. 2. Natural Sciences include the following goals for student learning:

- 1) To understand how different themes of science make connections within and between the different scientific disciplines. Examples of unifying themes are:

Energy	Patterns of Change
Stability	Scale and Structure
Evolution	Science as Inquiry
System and Interactions	Science and Society

- 2) To apply scientific methodology through active experimental methods and experiences (laboratory/activity).
 - 3) To evaluate the validity and limitations of theories and scientific claims in interpreting experimental results.
 - 4) To understand the dynamic and evolving nature of the sciences.
 - 5) To recognize the importance of scientific paradigms and methods in understanding scientific concepts.
 - 6) To solve theoretical or experimental problems that require knowledge of science concepts and scientific reasoning.
 - 7) To understand the issues raised by science for contemporary society and to appreciate the relevance and application of science in everyday life.
 - 8) To understand that there is synergism between science and technology-- advances in science drive new technologies and new technologies make possible new advances in science. The principles of science provide the underpinnings of technology and, consequently, technology should be taught in conjunction with content directly linked to the scientific disciplines.
- a. **Physical Science** (0-3 units; 3 units minimum must be taken in 2.a. Physical Science or 2.b. Earth and Space Science.)

Courses in III.A.2.a. Physical Science include the following goals for student learning:

- 1) To understand appropriate science and technology concepts and principles as follows:

Major Ideas in Physical Science

- a) Energy exists in many forms. In any process, energy changes form and/or place, but the total amount of energy remains the same.
- b) Objects interact with one another by exerting forces. Unbalanced forces acting on an object cause change in the motion of the object.
- c) All matter has observable properties which depend on the conditions and scale at which we look. Investigations of matter at the atomic and subatomic levels explain the properties, reactions, and interactions of matter.

- b. **Earth and Astronomical Sciences** (0-3 units; 3 units minimum must be taken in 2.a. Physical Science or 2.b. Earth and Astronomical Sciences.)

Courses in III.A.2.b. Earth and Astronomical Sciences include the following goals for student learning:

- 1) To understand appropriate science and technological concepts and principles as follows:

Major Ideas in Earth and Astronomical Sciences

- a) Earth materials and structures are organized in interacting systems; the earth itself is part of a planetary system.
- b) The earth changes continuously, and is part of a universe that itself is changing. Energy and matter flow and cycle through earth and astronomical systems.
- c) Changes within an earth or astronomical system may affect other earth or astronomical systems. Humans are part of and may affect or be affected by these systems.
- d) Earth and astronomical systems can be understood by applying the basic principles of the physical and life sciences.

c. **Life Science** (3 units minimum)

Courses in III.A.2.c. Life Science include the following goals for student learning:

- 1) To understand appropriate science and technology (see previous note) concepts and principles as follows:

Major Ideas in Life Science

- a) Living things are made of smaller structures whose functions enable the organism to survive.
- b) Living things depend on each other and the physical environment as they interact to obtain, change, and exchange matter and energy.
- c) The great diversity of living things is the result of billions of years of evolution of organisms through the mechanisms of heredity, random change, and natural selection.

3. Implications and Explorations in Mathematics and Natural Sciences (0 - 3 units)

Courses in this category draw upon, integrate, apply, and extend knowledge and skills previously acquired in Category III. A. Disciplinary Learning: Mathematics and Natural Sciences. These courses have a substantial scientific and/or mathematical

content and require completion of appropriate courses in Categories III. A. 1 and 2 as prerequisites to enrollment. In addition, courses in III. A. 3. Implications and Explorations in Mathematics and Natural Sciences include the following goals for student learning:

- a. To understand broad, unifying themes in mathematics and/or science from cross-disciplinary perspectives.
- b. To solve complex problems that require mathematical and/or scientific reasoning.
- c. To relate mathematics and/or science to significant social problems or to other related disciplines.
- d. When deemed appropriate, to apply disciplinary concepts from mathematics and the natural sciences in a variety of settings, such as community-based learning sites and activities.

B. Arts and Humanities (9 units minimum)

The Arts and Humanities includes III.B.1. Introduction to the Arts (3 units minimum), III.B.2. Introduction to the Humanities (3 units minimum), and III.B.3. Implications, Explorations, and Participatory Experience in the Arts and Humanities (3 units minimum).

1. Introduction to the Arts (3 units minimum)

Courses in III. B. 1. Introduction to the Arts include the following goals for student learning:

- a. To understand and appreciate one or more of the traditional artistic disciplines (art, dance, drama, and music).
- b. To recognize the historical relationship between the arts and the development of civilization.
- c. To recognize the social and cultural role that the arts play in a culturally diverse contemporary world.
- d. To understand creativity in the arts through direct participation either in the making or performing of art forms or through the experience of such a process by direct observation (such as attending dance or music concerts, plays, or museums).
- e. To distinguish between subjective and objective responses to a work of art, and be able to articulate an informed opinion about the values of and differences between those responses.

2. Introduction to the Humanities (3 units minimum)

Courses in III. B. 2. Introduction to the Humanities include the following goals for student learning:

- a. To understand the distinctive characteristics of the humanistic perspective.
- b. To understand the historical and cultural factors, in a global context, that led to the development of the humanistic perspective.
- c. To understand the differences between the humanistic and other perspectives, as well as the differences among the humanistic disciplines.
- d. To understand and appreciate the contributions of the humanities to the development of the political and cultural institutions of contemporary society.
- e. To be familiar with and understand major texts (both written and oral), key figures, significant traditions, and important themes in the humanities.
- f. To analyze the meaning of major texts (both written and oral) from both Western and non-Western cultures, either in English or, if appropriate, in the language of the texts being analyzed.
- g. To apply the humanistic perspective to values, experiences, and meanings in one's own life, and demonstrate how understanding the humanities can shed light on what it means to be human today.

3. Implications, Explorations, and Participatory Experience in the Arts and Humanities (3 units minimum)

Courses in this category draw upon, integrate, apply, and extend knowledge and skills previously acquired in Category III. B. Disciplinary Learning: Art and Humanities and require completion of appropriate courses in Categories III. B. 1 and 2 as prerequisites to enrollment. In addition, courses in III. B. 3. Implications, Explorations, and Participatory Experience in the Arts and Humanities include the following goals for student learning:

- a. To understand broad, unifying themes in the arts and/or humanities from cross-disciplinary perspectives.
- b. To solve complex problems that require artistic or humanistic understanding.
- c. To relate the arts and/or humanities to significant social problems or to other related disciplines.

- d. When deemed appropriate, to apply disciplinary concepts from the arts and/or humanities in a variety of settings, such as community-based learning sites and activities.
- e. In arts courses, to deepen previously acquired artistic appreciation and understanding through participation either in the making or performing of art forms or through the experience of such a process by direct observation.

C. Social Sciences (6 units minimum)

Social Sciences consists of III.C.1. Introduction to the Social Sciences (3 units minimum) and III.C.2. Implications, Explorations, and Participatory Experience in the Social Sciences (3 units minimum).

1. Introduction to the Social Sciences (3 units minimum)

Courses in III. C. 1. Introduction to the Social Sciences include the following goals for student learning:

- a. To reflect on what it means to be a social being.
- b. To understand the role that cultural diversity plays in defining what it means to be a social being: the past and present processes of cultural differentiation in our own society or elsewhere.
- c. To understand the origins, workings, and ramifications of social and cultural change in our own society or elsewhere.
- d. To understand what makes a social science different from other disciplines.
- e. To understand and compare the distinctive methods and perspectives of two or more social science disciplines.
- f. To understand major concepts, methods, theories, and theorists in one or more of the social sciences.
- g. To apply these methods, perspectives, and concepts to everyday, “real life” situations.
- h. To appreciate the relevance of the social sciences to social, political, and/or economic institutions and behavior.
- i. To analyze and evaluate critically social science concepts and theories as applied to particular problems or themes.

2. Implications, Explorations, and Participatory Experience in the Social Sciences (3 units minimum)

Courses in this category draw upon, integrate, apply, and extend knowledge and skills previously acquired in Category III. C. Disciplinary Learning: Social Sciences and require completion of appropriate courses in Category III. C. 1 as a prerequisite to enrollment. In addition, courses in III. C. 2. Implications, Explorations, and Participatory Experience in the Social Sciences include the following goals for student learning:

- a. To understand broad, unifying themes in the social sciences from cross-disciplinary perspectives.
- b. To solve complex problems that require social scientific reasoning.
- c. To relate the social sciences to significant social problems or to other related disciplines.
- d. When deemed appropriate, to apply disciplinary concepts from the social sciences in a variety of settings, such as community-based learning sites and activities.

IV. Lifelong Learning (3 units)

A. Lifelong Learning (3 units minimum)

Courses in IV.A. Lifelong Learning provide the opportunity for students to integrate the elements of their university experience (core competencies, historical and cultural foundations, and disciplinary learning) in attempting to address the complex context and trajectory of human life. Courses in this category include the following goals for student learning:

1. To understand the human being as an integrated physiological, socio-cultural, and psychological organism.
2. To understand the course of human life, that is, how human life and experience are constructed and altered through biological, psychological, social, scientific, technological and cultural influences.
3. To understand conceptions of the course of human life from different cultural perspectives.
4. To understand the importance of a lifelong commitment to physical activity and a healthy manner of living for both personal well being and civic responsibility.
5. To understand the basis and the means by which individuals and society make decisions.

V. Cultural Diversity

Students must complete at least one three-unit course in category III.B.3, III.C.2, or IV that includes all of the following learning goals for cultural diversity:

1. To understand that culture is socially constructed and fundamental to social interaction.
2. To appreciate the complex relationships that gender, ethnicity and class bring to a discussion of society and culture.
3. To understand that because we live in an inter-connected world, we need to understand the diversity and relationships within and among cultures.
4. To recognize and evaluate how one's cultural history affects one's sense of self and relationship to others.

Courses in General Education that meet these learning goals will be identified by a star (*) in appropriate publications.

EFFECTIVE DATE: June 16, 2004
Supersedes: UPS 411.201 dated February 23, 2001
and ASD 04-74

Source: General Education Committee 5-20-04