

## Chapter 14 – General Education

### GENERAL EDUCATION REQUIREMENTS

Please read this section of the catalog carefully. Students are encouraged to meet with an academic advisor (435) 586-5419 for assistance in academic planning.

### RATIONALE FOR GENERAL EDUCATION

General Education at SUU reflects a long tradition in American higher education, affirmed by accrediting agencies, to assist students in becoming self-reliant scholars and versatile individuals. This tradition ensures that students achieve university-level skills in writing, speech, and mathematics; encounter the fields of the humanities and fine arts; understand American institutions; become acquainted with the methods and topics of science; think about the values of their own and other cultures; and consider differences and interrelationships among people as well as fields of knowledge.

Pursuing a bachelor's degree enables students to pursue skills or technical knowledge for a job, as well as to explore human issues, enhance curiosity, develop new ideas, expand mental horizons, enhance logical coherence and insight, and participate more intelligently, sensitively and deliberately in shaping communities and the world.

Students should regard the combination of general education courses, major and minor courses, and elective courses that they may take as related parts of a whole, rather than competing parts. Undergraduate students have a unique opportunity to pursue intellectual and creative interests that they may have and to explore a range of subject matter to discover what interests them and what does not. Studies of broad fields of knowledge, coupled with the development of necessary life skills, help students gain perspective in their own lives plus promote the general societal welfare.

Finally, general education must keep pace with changes in knowledge by staying alert to connections between traditional disciplines and technology. Likewise, general education must inform students that the world is perceived in different ways. Hence, students must acquire appropriate investigative, interpretative, and communicative competencies to intelligently and humanely come to terms with a diverse world. Through this pattern of learning, citizens acquire knowledge useful for guiding societies on a sustainable course.

### RESPONSIBILITY

General education is a fundamental responsibility of American higher education as well as a foundation for student learning. To discharge this responsibility, the University must deliver appropriate resources to the faculty, and faculty must design and transmit to students the means to achieve general education goals. Both the institution and the faculty must satisfy University constituents that these ends are being achieved satisfactorily and in ways consistent with the mission of the University.

Within the context of the general education structure, students are responsible for developing their individual goals and for acting as partners in learning. Students are responsible for meeting with an academic advisor on a regular basis to build a class schedule, to receive counsel on academic progress, and to seek advice on general education courses that best meet their goals.

### DEFINITION OF TERMS

**Assessment:** Activities of measurement and evaluation that demonstrate through multiple approaches that learning outcomes and intended competencies are achieved.

**Articulation:** The process of transferring courses and course credits between institutions.

**Goals:** The curricular intent regarding the academic skills and knowledge content of general education.

**Competencies:** Denotes illustrative expectations (re: learning outcomes) for student performance. Competencies may be measured in various ways.

**Skills Areas:** Basic proficiencies integral to higher education.

**Knowledge Areas:** General fields of study that may include either single or multiple disciplines.

### THE SUU GENERAL EDUCATION PROGRAM

For a general associates or bachelor's degree, the General Education program requires 36-37 semester hours as detailed on pages 106-108. For an applied associate degree, 20-21 semester hours are required in the following areas:

- A minimum of one course in each of the following core categories, Literacy (English), Quantitative Literacy (Mathematics), Information Literacy, Computer Literacy and Student Success.
- Three courses representing three of six remaining general education categories.
- Students should check the department AAS requirements to determine if specific general education classes are recommended.

### Assessment

The University's General Education program is based on goals, competencies and systematic assessment to document evidence of competence and goal achievement. Departments offering general education courses are expected to identify learning outcomes within courses and appropriate assessment activities to measure student learning. Not all assessment approaches will be used in all general education classes. Course syllabi will explain the assessment activities of specific courses.

### Policy Regarding General Education

The University provides alternate means of satisfying requirements in the general education program. Students may complete general education requirements through Advanced Placement (AP) courses in high school or by taking a series of tests under the College Level Examination Program (CLEP). Students interested in alternate means of satisfying general education requirements should refer to the "Credit by Examination and Individual Study" section of this catalog (see chapter 5) or contact the Student Success Center at (435) 586-5419 or their college advisor.

### **Credit Transfer Policy of Utah System**

An Associate of Arts or an Associate of Science degree earned at any institution within the Utah System of Higher Education, or at other non-Utah institutions with articulation agreements, will be considered as meeting the General Education requirement of any institution in the system. When the General Education requirements of an institution not offering the Associate of Arts or Associate of Science degree have been met in earning a 60 to 63 semester credit hour diploma, a Registrar's certification that the transferring student has completed baccalaureate-level General Education requirements at the sending institution will be accepted by the receiving USHE institution in lieu of the AA/AS degree. In the latter case, the Registrar at the sending institution will forward to the receiving institution an up-to-date description of the General Education requirements. SUU offers AA/AS degrees.

### **Transfer of General Education Credits**

Students transferring to SUU from another institution are required to forward an official transcript for each college or university attended. Credits earned in general education from a campus in the Utah System of Higher Education are transferable to SUU. Credits earned at a community college or at a university outside of the state of Utah will be evaluated before acceptance for transfer to SUU.

## **SKILLS AREAS**

### **1. Communication**

*Goal:* To develop students' effective use of the English language and quantitative and other symbolic systems essential to their success in school and in the world. Students should be able to read and listen critically and to write and speak with thoughtfulness, clarity, coherence, and persuasiveness.

#### **Suggested Competencies:**

- ✓ analyze and evaluate their own and others' speaking and writing
- ✓ conceive of writing and speaking as a recursive process that
- ✓ involves many strategies, including generating materials, evaluating sources when used, drafting, rehearsing, revising, and editing
- ✓ make formal written and oral presentations employing correct diction, syntax, usage, grammar, and mechanics
- ✓ focus on a purpose (e.g., explaining, problem solving, persuading) and vary approaches to writing and speaking based on that purpose
- ✓ respond to the needs of different venues and audiences and choose words for appropriateness and effect
- ✓ communicate effectively interpersonally by using active listening, self-disclosure, appropriate conflict and anger management skills and recognizing the difference between content and relational forms and the importance of non-verbal elements when communicating
- ✓ communicate effectively in groups by listening, reflecting, responding appropriately and in context, and using leadership skills and decision-making strategies
- ✓ use mathematical, statistical models, standard quantitative symbols, and various graphical tactics to present information with clarity, accuracy, and precision

### **2. Higher-Order Thinking**

*Goal:* To develop students' ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions;

to make informed judgments; and to solve problems by applying evaluative standards.

#### **Suggested Competencies:**

- ✓ recognize the problematic elements of presentations of information and argument and formulate diagnostic questions to resolve issues and solve problems
- ✓ use linguistic, mathematical or other symbolic approaches to describe problems, identify alternative solutions, and make reasoned choices among those solutions
- ✓ analyze and synthesize information from a variety of sources and apply the results to resolving complex situations and problems
- ✓ defend conclusions using relevant evidence and reasoned argument
- ✓ reflect on and evaluate their critical-thinking processes
- ✓ identify fallacies of formal and informal logic

### **3. Information Management**

*Goal:* To develop students' abilities to locate, organize, store, retrieve, evaluate, synthesize and annotate information from print, electronic, and other sources in preparation for solving problems and making informed decisions.

#### **Suggested Competencies:**

- ✓ assess and/or generate information from a variety of sources, including the most contemporary technological information services
- ✓ demonstrate proficiency in the use of computer operating systems, data bases, word processing, and spread-sheets and their application in major fields of study
- ✓ evaluate information for its currency, usefulness, truthfulness, and accuracy
- ✓ organize, store, and retrieve information efficiently
- ✓ reorganize information for an intended purpose, such as research projects and web pages
- ✓ present information clearly and concisely, using traditional and contemporary technologies

### **4. The Valuing Process**

*Goal:* To develop students' abilities to understand the moral and ethical values of a diverse society and to understand that many courses of action are guided by value judgments about the way things ought to be. Students should be able to make informed decisions through identifying personal values and the values of others and through understanding how such values develop. They should be able to analyze the ethical implications of choices made on the basis of these values.

#### **Suggested Competencies:**

- ✓ compare and contrast historical and cultural ethical perspectives and belief systems
- ✓ use cultural, behavioral, and historical knowledge to clarify and articulate a personal value system
- ✓ recognize the ramifications of one's value decisions on self and others
- ✓ recognize conflicts within and between value systems and recognize and analyze ethical issues as they arise in a variety of contexts
- ✓ consider multiple perspectives, recognize biases, and deal with ambiguity

## KNOWLEDGE AREAS

### 1. American Institutions

*Goal:* To develop students' understanding of American political institutions, primarily the constitution and the institutions of government. A content-specific knowledge area, courses in this area implement the statutory directive that students will demonstrate a reasonable understanding of the history, principles, form of government and economic system of the United States as part of a degree program.

#### Suggested Competencies:

- ✓ demonstrate an understanding of essential concepts, historical events, and mastery of material regarding American institutions
- ✓ read and evaluate primary and secondary source material
- ✓ describe and explain the constitution of the United States
- ✓ understand the social, political, cultural, economic, and historical settings and processes of the United States.

### 2. Social and Behavioral Science

*Goal:* To develop students' understanding of themselves and the world around them through study of content and the processes used by historians and social and behavioral scientists to discover, describe, explain, and/or predict human behavior and social systems. Students must understand the diversities and complexities of the cultural and social world, past and present, and come to an informed sense of self and others.

#### Suggested Competencies:

- ✓ explain social institutions, structures, and processes across a range of historical periods and cultures
- ✓ develop and communicate hypothetical explanations for individual human behavior within the large-scale historical or social context
- ✓ draw on history and the social sciences to evaluate contemporary problems
- ✓ describe and analytically compare social, political, economic, cultural, and historical settings and processes other than one's own
- ✓ explain the social-scientific method to test research questions and draw conclusions

### 3. Fine Arts

*Goal:* To develop students' understanding of the ways in which humans have addressed their condition through imaginative work; to deepen their understanding of how that imaginative process is informed and limited by social, cultural, linguistic, and historical circumstances; and to appreciate the world of the creative imagination as a form of knowledge and a link between the arts and society.

#### Suggested Competencies:

- ✓ describe the scope and variety of works in the fine arts (e.g., art, music, theatre arts, and dance)
- ✓ identify the aesthetic standards used to make critical judgments in various artistic fields
- ✓ develop a plausible understanding of the differences and relationships among multi-cultural, classical, and popular cultures
- ✓ articulate a response based upon aesthetic standards to observance of works in the fine arts
- ✓ participate in practical applications of creative artistic endeavors

### 4. Humanities

*Goal:* To develop students' understanding of human thought through works of literature, theology and philosophy; to deepen their understanding of how human processes are informed and limited by social, cultural, linguistic and historical circumstances; and to appreciate the ideas of others and in cultures and countries not their own.

#### Suggested Competencies:

- ✓ understand human global and historical contexts of the humanities
- ✓ understand themes, cultures, and issues concerning human beings
- ✓ integrate moral, ethical and aesthetic consideration across multiple contexts
- ✓ use reason and communication to articulate human issues and aesthetic judgments
- ✓ recognize another's humanity in relation to one's own

### 5. Life & Physical Sciences

*Goal:* To develop students' understanding of the principles and procedures of science and to cultivate their abilities to apply the empirical methods of scientific inquiry. Students should understand how scientific discovery changes theoretical views of the world, informs our imaginations, and shapes human history. Students should also understand that science is shaped by historical and social contexts.

#### Suggested Competencies:

- ✓ explain how to use the scientific method and how to develop and test hypotheses in order to draw defensible conclusions
- ✓ evaluate scientific evidence and argument
- ✓ describe concepts of the nature, organization and evolution of natural systems
- ✓ explain how humans interact with natural systems
- ✓ understand the relationships between science and the application of scientific knowledge

### 6. Interdisciplinary

*Goal:* To develop students' understanding of the interaction within and among multiple perspectives. Assist students in exploring the common threads of knowledge and intellectual processes in all areas and that learning transcends traditional disciplinary boundaries. The primary goal is on the synthesis of knowledge, ideas, and perspectives or on the distinction of their contrasts.


#### Suggested Competencies:

- ✓ view issues from multiple perspectives
- ✓ understand the interaction among perspectives
- ✓ transcend traditional disciplinary boundaries
- ✓ explore common threads of knowledge and intellectual processes across a range of disciplines
- ✓ address differing issues creatively by employing a variety of systems and tools
- ✓ focus on the synthesis of knowledge, ideas, and perspectives or on the understanding of their contents
- ✓ communicate in a variety of settings and groups using written, oral, and visual means

Again, courses in each Knowledge Area are intended to address each of the four Skills Areas, and both areas are to be made part of the assessment activities of the course.

*\*Core course requirements: It is recommended that students complete the English and Quantitative Literacy Requirements before they have earned 60 credit hours at SUU.*

<b>General Education CORE COURSE REQUIREMENTS</b>	
<b>ENGLISH REQUIREMENT (C)</b>	
<b>Complete six credit hours with a grade of C- or above</b>	
ENGL 1010 Introduction to Academic Writing	3
ENGL 2010 Intermediate Writing: Selected Topics	3
English 1010 may be waived for students with ACT English sub-scores of 29 or above. Students with an ACT English sub-score below 17 must take English 1000 as a co-requisite to English 1010.	
<b>QUANTITATIVE LITERACY REQUIREMENT (C)</b>	
<b>(Mathematics)</b>	
<b>Complete at least 3 credit hours with a grade of C- or above</b>	
MATH 1030 Quantitative Reasoning	4
MATH 1040 Statistics	4
MATH 1050 College Algebra	4
MATH 1100 Business Calculus	3
MATH 1210 Calculus I	4
MATH 2040 Business Statistics OR Any other MATH course requiring Intermediate Algebra as a pre-requisite. See pg. 205 for complete Math policies	4
<b>INFORMATION LITERACY REQUIREMENT (C)</b>	
<b>Complete one credit hour with a grade of C- or above</b>	
LM 1010 Information Literacy (co-requisite UNIV 1000)	1
<b>STUDENT SUCCESS REQUIREMENT (C)</b>	
<b>Complete one credit hour with a grade of C- or above</b>	
UNIV 1000 First Year Seminar (co-requisite LM 1010)	1
Students who have earned 30 or more credits before beginning at SUU may be exempt from this requirement. Consultation with an advisor is necessary to determine if exemption applies.	
<b>COMPUTER LITERACY REQUIREMENT (C)</b>	
<b>Complete three credit hours with a grade of C- or above</b>	
CSIS 1000 Intro to Computer Apps and the Internet	3
<b>AMERICAN INSTITUTIONS REQUIREMENT (I)</b>	
<b>Complete three credit hours in this category</b>	
ECON 1740 U.S. Economic History	3
HIST 1700 American Civilization	3
POLS 1100 American National Government	3

<b>General Education KNOWLEDGE AREAS REQUIREMENT</b>	
Complete 19 credit hours with a minimum of 3 credit hours in each knowledge area. (4 in Physical Science). Courses with the same academic prefix can not be counted in more than one knowledge area.	
<b>Knowledge Area: Fine Arts (F):</b>	
ART 1010 Introduction to Art	3
 ART 1050 Introduction to Photography	3
ART 1110 Drawing I	3
ART 1120 Two-dimensional Design	3

ART 1610 Ceramics I	3
DANC 1010 Inside the Art of Dance	3
ENGL 2020 Creative Writing	3
MUSC 1010 Introduction to Music	3
MUSC 1020 Popular Music in America	3
MUSC 1050 Music of the World	3
THEA 1013 Introduction to Theatre	3
THEA 1023 Introduction to Film	3
THEA 1033 Acting I	3
<b>Knowledge Area: Interdisciplinary (D):</b>	
ANTH 1020 Biological Anthropology	3
BA 1010 Business and Society	3
BIOL 2230 Human Sexuality	3
CSIS 1010 Electronic Commerce and the Global Society	3
EDUC 2000 Exploring Education in Society	3
ENGR 1010 Engineering in the 21 <sup>st</sup> Century	3
HONR 2010 Discourse in the Disciplines	3
HSS 1120 Introduction to Diversity	3
PE 1098 Wellness Dynamics	3
PVA 1040 Arts Retrospective	3
PSCI 2010 Planetary Science	3
<b>Knowledge Area: Humanities (H):</b>	
ARTH 2300 Why Art? Intro to Art Theory	3
ARTH 2710 Art History I	3
ARTH 2720 Art History II	3
COMM 1010 Introduction to Communication	3
COMM 1310 Thinking and Listening Critically	3
COMM 2110 Interpersonal Communication	3
ENGL 2130 Introduction to Imaginative Literature	3
ENGL 2200 Introduction to Literature & Culture	3
ENGL 2230 Introduction to Mythology	3
ENGL 2240 Introduction to Poetry	3
FREN 1010 Beginning French I	4
FREN 1020 Beginning French II	4
FREN 2010 Intermediate French I	4
FREN 2020 Intermediate Grammar & Conversation	4
GERM 1010 Beginning German I	4
GERM 1020 Beginning German II	4
GERM 2010 Intermediate German	4
GERM 2020 Intermediate Grammar & Conversation	4
HIST 1100 Western Civilization I	3
HIST 1110 Western Civilization II	3
HU 1010 Introduction to Humanities	3
PHIL 1000 Introduction to Philosophy	3
PHIL 1250 Reasoning and Rational Decision Making	3
SPAN 1010 Beginning Spanish I	4
SPAN 1020 Beginning Spanish II	4
SPAN 2010 Intermediate Spanish	4

SPAN 2020 Intermediate Grammar & Conversation	4
ASL 1050 American Sign Language I*	2
ASL 1060 American Sign Language II*	2
<i>* Both ASL classes must be taken for humanities credit.</i>	
<b>Knowledge Area: Social and Behavioral Sciences: (S)</b>	
ANTH 1010 Cultural Anthropology	3
BA 2350 Legal Issues in Society	3
CJ 1010 Introduction to Criminal Justice	3
COMM 2010 Mass Communication and Society	3
COMM 2150 Intercultural Communication	3
ECON 1010 Economics as a Social Science	3
ECON 1740 U. S. Economic History	3
<i>(if not used as an American Institutions requirement)</i>	
ECON 2010 Principles of Microeconomics	3
ECON 2020 Principles of Macroeconomics	3
FLHD 1500 Human Development Through the Lifespan**	3
FLHD 2400 Marriage and Family Relations	3
FLHD 2700 Consumerism and Family Finance in American Society	3
FIN 2870 Personal Finance	3
GEOG 1300 World Regional Geography	3
GEOG 1400 Human Geography	3
HIST 1700 American Civilization	3
<i>(if not used as an American Institutions requirement)</i>	
HIST 1500 World History to 1500 C.E.	3
HIST 1510 World History from 1500 C.E. to the Present	3
POLS 1100 American National Government	3
<i>(if not used as an American Institutions requirement)</i>	
POLS 2100 Introduction to International Relations	3
POLS 2200 Introduction to Comparative Politics	3
POLS 2300 Introduction to Political Thought	3
PSY 1010 General Psychology	3
PSY 1110 Lifespan Development**	3
SOC 1010 Introduction to Sociology	3
SOC 1020 Social Problems	3
<i>**Students may take either ECD 1500 or PSY 1110, not both.</i>	
<b>Knowledge Area: Life Science*** (L):</b>	
AGSC 1010 Agriculture and Society	3
AGSC 1100 Principles of Animal Science	3
BIOL 1010 Introduction to Biology	3
BIOL 1015 Introduction to Biology Lab (optional)	1
BIOL 1020 Human Biology	3
BIOL 1025 Human Biology Lab (optional)	1
BIOL 1610 General Biology I Lecture	3
& BIOL 1615 General Biology I Lab	1

BIOL 2000 Natural History Studies	3
BIOL 2050 Southern Utah Flora	3
NFS 1020 Scientific Foundations of Human Nutrition	3
NR 1010 Introduction to Natural Resources	3
<b>Knowledge Area: Physical Science**** (P)</b>	
CHEM 1010 Introductory to Chemistry	3
& CHEM 1015 Introductory Chemistry Lab	1
CHEM 1110 Elementary Chemistry	3
& CHEM 1115 Elementary Chemistry Lab	1
CHEM 1210 Principles of Chemistry I	4
& CHEM 1215 Principles of Chemistry I Lab	1
GEO 1010 Geology Introductory Survey	3
& GEO 1015 Geology Introductory Survey Lab	1
GEO 1020 Dinosaurs & the History of Life	3
& GEO 1025 Dinosaurs & the History of Life Lab	1
GEO 1030 Earthquakes and Volcanoes	3
& GEO 1035 Earthquakes and Volcanoes Lab	1
GEO 1050 Geology of National Parks	3
& GEO 1055 Geology of National Parks Lab	1
GEO 1090 How the Earth Works	3
& GEO 1095 How the Earth Works Lab	1
GEO 1110 Physical Geology	3
& GEO 1115 Physical Geology Lab	1
GEO 2210 Geology of Southern Utah	3
& GEO 2215 Geology of Southern Utah Lab	1
GEOG 1000 Earth's Natural Environments: Physical Geography	3
& GEOG 1005 Earth's Natural Environment: Physical Geography Lab	1
PHYS 1010 Elementary Physics	3
& PHYS 1015 Elementary Physics Lab	1
PHYS 1040 Elementary Astronomy	3
& PHYS 1045 Elementary Astronomy Lab	1
PHYS 2010 College Physics I	4
& PHYS 2015 College Physics I Lab	1
& PHYS 2030 College Physics I Recitation	1
PHYS 2210 Physics for Scientists and Engineers I	4
& PHYS 2215 Physics for Scientists and Engineers I Lab	1
& PHYS 2230 Physics for Scientists & Eng I Recitation	1
***NOTE: Labs in some Life Science courses are required to be taken concurrently with the lecture. Consult an advisor for more information.	
****NOTE: Labs in all Physical Science courses are required to be taken concurrently with the lecture. Consult an advisor for more information.	

If a transfer student has not completed the American Institutions requirement in his or her general education program, this must be completed at SUU. By prior approval of your department chair, more advanced classes may be counted toward general education. ( ) Indication on Transcript. C: Core D: Interdisciplinary F: Fine Arts H: Humanities I: American Institutions L: Life Science P: Physical Science S: Social and Behavioral Sciences