1E. General Education

General Education is an academically rigorous component of the Skyline College curriculum that contributes to student success because it develops intellectual depth, breadth of outlook, and problem-solving skills. The GE Program provides students with a foundation of knowledge, abilities, and experiences so that they can succeed in their discipline majors, transfer, and engage in lifelong learning. Skyline's *Philosophy of General Education* is published in the college catalog.

Through CurricUNET, faculty may propose that their courses be designated in the Skyline GE Areas, the CSU GE pattern, and/or the IGETC pattern either when proposing a new course or through the course modification process. All GE courses are college-level courses, i.e. GE courses are not pre-college basic skills courses.

Skyline College General Education Requirements (19 units)

A candidate for the associate degree must complete 19 units of GE selected from the five areas listed below. Skyline's GE requirements are in alignment with both the CSU and Title 5 GE requirements.

Area A: English Language Communication and Critical Thinking (6 units)

- Area A1: Oral Communication
- Area A2: Written Communication
- Area A3: Critical Thinking

Area B: Scientific Inquiry (4 units)

- Area B1: Physical Science
- Area B2: Life Science
- Area B3: Lab

Area C: Arts and Humanities (3 units)

- Area C1: Arts
- Area C2: Humanities

Area D: Social Sciences (3 units)

Area E: Lifelong Learning and Self Development (up to 3 units)

(For a complete list of Associate Degree requirements, see the college catalog.)

Skyline College General Education Area Definitions

When a course is proposed as a Skyline GE course, it must meet the definitions and criteria of the relevant general education area, as detailed below:

Area A: English Language Communication and Critical Thinking

Instruction in Area A should emphasize development of the students' written and oral communication and reasoning skills.

Area A1: Oral Communication:

Courses in Area A1 must include faculty-supervised and faculty-evaluated practice in communicating orally in the physical presence of other listeners. Principles of rhetoric must be covered in the class. Guiding questions include:

- Does the course emphasize the development of students' communication and reasoning skills?
- Does the course include faculty-supervised, faculty-evaluated practice in communicating orally in the physical presence of other listeners (not online or recorded)?
- Are rhetorical principles covered?

Area A2: Written Communication

Courses in Area A2 must lead to achievement of "freshman composition" objectives as found in most colleges and universities. The course must provide the framework for students to explore general rhetorical principles and include the expository and the argumentative forms. Emphasis is placed on writing coherent, compelling essays and demonstrating critical thinking skills and the basic elements of building a convincing argument. Must include minimum writing of 6,000 to 8,000 words. Guiding questions include:

- Does the course explore rhetorical principles independent of the application of writing to a specific profession?
- Is there assigned and graded student writing both in class as well as assigned homework?
- Does the course carry an appropriate prerequisite distinguishing it from a basic skills class?
- Do assignments include expository and argumentative forms?

Area A3: Critical Thinking

Courses in Area A3 must include explicit instruction and practice in inductive and deductive reasoning and identification of formal and informal fallacies of language and thought. Courses develop the students' ability to think systematically and identify faulty reasoning such as false analogies, non sequiturs, hasty generalizations, and either-or fallacies. Guiding questions include:

- Does the course include explicit instruction and practice in inductive and deductive reasoning and identification of formal and informal fallacies of language and thought?
- Does the course develop the students' ability to think systematically and identify faculty reasoning such as: hasty generalization, non sequiturs, either-or fallacies, false analogies?

Area B: Scientific Inquiry

Courses in Area B must develop student knowledge of scientific theories, concepts and data about both living and non-living systems. Courses in Area B must emphasize scientific experimental methodology, hypotheses testing, and the power of systematic questioning. The category may include introductory or integrative courses in the areas listed in B1 and B2.
Guiding questions include:

- Does the course help students achieve an understanding and appreciation of scientific principles and the scientific method?
- Does the course help students achieve the "science literacy" expected of educated citizens in any profession?

Area B1: Physical Science

- Courses in this area typically include: astronomy, chemistry, physics, oceanography, physical geography, physics, and meteorology.

Area B2: Life Science

- Courses in this area typically include: biology and some physical anthropology.

Area B3: Lab

- Does the course outline clearly distinguish laboratory activity from lecture (if lab is included in lecture course)?

Area C: Arts and Humanities

Courses in Area C are those which study cultural activities and artistic expressions. Studio and performance classes that develop technique or skills alone don't meet the standards established for this area. Courses encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic and cultural importance. Guiding questions include:

- Will students learn to analyze and appreciate works of philosophical and cultural importance?

- Does the course use canonical or seminal works as pathways to a broader understanding of the human condition?

Courses in this area typically include: Art, drama, literature, music, history, philosophy, languages other than English, and interior design.

Area D: Social Sciences

Students learn from courses in Area D that human, social, political and economic institutions and behavior are inextricably interwoven. Coursework completed shall ensure opportunities for students to develop an understanding of the perspectives and methods of social and behavioral sciences. Issues studied in these courses should be examined in their contemporary, historical, and geographical settings. The course should be taught from a theoretical point of view and focus on core concepts and methods of the discipline. This category may include introductory or integrative survey courses in cultural and social anthropology, cultural geography, economics, history, political science, psychology, sociology, and related disciplines. Guiding questions include:

- Does the course explore the principles, methodologies, value systems or ethics employed in social scientific inquiry?
- Does the course help the student develop an awareness of the method of inquiry used by the social and behavioral sciences?
- Does the course stimulate critical thinking about the ways people act and have acted in response to their societies?
- Does the course emphasize the concept of the discipline on various populations of society?

Courses would include introductory survey courses in economics, history, political science, anthropology, psychology, and education.

Area E: Lifelong Learning & Self Development

This area of study helps equip students for lifelong understanding and development of themselves as physiological, social, and psychological beings. Courses in this area include physical education (including kinesiology and dance), varsity sports, and courses in human behavior, sexuality, nutrition, and mental health.

Non-activity courses in this area should include three kinds of inquiry covering a lifespan of more than just a few years (courses should not focus on one aspect of human life, such as infancy): 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.

CSU General Education Requirements

Area A: English Language Communication and Critical Thinking

- Area A1: Oral Communication
- Area A2: Written Communication
- Area A3: Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

- Area B1: Physical Science
- Area B2: Life Science
- Area B3: Laboratory Activity
- Area B4: Mathematics / Quantitative Reasoning

Area C: Arts and Humanities

- Area C1: Arts
- Area C2: Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self Development

Intersegmental General Education Transfer Curriculum (IGETC) Requirements

IGETC is a GE pattern that fulfills all lower-division GE requirements at all CSU and most UC campuses/majors. It is also accepted by some private/independent or out of state universities.

Area 1: English Communication

- Area 1A: English Composition
- Area 1B: Critical Thinking
- Area 1C: Oral Communication

Area 2: Mathematical Concepts and Quantitative Reasoning

Area 3: Arts and Humanities

- Area 3A: Arts
- Area 3B: Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 5A: Physical Science
Area 5B: Biological science
Area 5C: Science Laboratory

Area 6: Language Other than English

U.S. History, Constitution and American Ideals (CSU requirement only)