

## Notes on the history of General Education at Texas State University.

The term “general education” has a contentious history – carrying various meanings in different contexts and at different points in history. This is true generally in Higher Education in the United State, and at Texas State University. This purpose of this document is to provide a brief overview of general education at this university. Or, rather, the goal is to provide a brief overview of common elements of the curricula offered by this institution since its first classes in 1903. I will focus most of my attention on five distinct curricular models, the first beginning in 1953 and the fifth the General Education Core Curriculum we now follow. For each period I will outline the curricular model and the goals or reasons as presented in official university documents (primarily the undergraduate catalogs).

The first four decades (in brief).

The first catalog, then called *The Announcement of the Southwest Texas State Normal School*, welcomed student to the 1903-1904 academic year. After tracing the history of the school, and extolling its location<sup>1</sup>, we find a specification of the purposes of the new institution:

This is a Normal School, established for the education of teachers. Its distinctive purpose is to fit young men and young women for the profession of teaching. Scholarship is an essential element in the preparation that fits for the profession of teaching. Hence the purpose will be to conduct such educational processes as will result in scholar- ship. But, in addition to scholarship, the teacher needs such special training as will give insight into the problems of education and efficiency in the art of teaching. This school will aim to meet this demand. It should be kept in mind, however, that this school is not a university, or even a college. It is a Normal School. It will therefore not hope or endeavor to give its students a university or college education. It may hope to lead its students to see the advantages of higher education, and it may hope to influence them to seek these advantages in college or university; but it can not undertake itself to give them.

---

<sup>1</sup> "All over the broad State of Texas San Marcos is renowned for its beautiful river and healthful location, for its schools, its churches and the high moral tone of its citizenship.... The fitness of the location is recognized and approved by all who have been so fortunate as to visit it, commanding as it does, an almost limitless view and presenting on every side an attractive landscape....The river,... will prove suggestive of high aims and noble ambitions, and the green hills will have their influence, giving to the State as a disburser of its bounty, teachers who, while drinking deep from the fountain of knowledge, will have absorbed from their surroundings an ennobling influence, a sense of duty that will impel them to their best efforts."pp. 8-9

The new school offered a three-year program, and after completion students were then authorized to teach in public schools in the state of Texas. The curriculum required English, Mathematics, History, Civics, Geography, "the Sciences prescribed by statute" (physiology, physics, chemistry), and professional work. Students also selected from elective courses in Latin, Greek, and "Sciences not prescribed by statute (botany, physiography, and zoology). Interestingly, close to the end of this first catalog, is this sentence, "If you wish merely to obtain a *general education*, do not come to the Normal (emphasis mine)."

By 1928-1929 the Teachers College is offering bachelor's degrees - both a Bachelor of Arts and a Bachelor of Science, designed to meet this stated purpose:

The schools of Texas are demanding teachers of thorough academic training and a high degree of professional skill. The teacher training institutions must, therefore, make an appeal to young men and young women of fine native ability, broad outlook, and rare worth. To attract such students to the work of teaching, the Teachers College must offer a rich program of studies and a many sided student life. Nothing less than a four-year college course, meeting the standards of the most exacting colleges, answers this purpose for the most ambitious young men and young women, or is considered adequate training for teachers of Texas public schools. This purpose and these demands are recognized in the curricula offered by the Teachers College..... Believing that teaching is not the work of mediocre students, but that it should challenge the best minds, the Southwest Texas State Teachers College offers a program of studies equal in scope and in standards of instruction to the best and confers on those completing it bachelor's degrees which stand for sound scholarship and marked professional skill. (p. 15, *Catalog for 1928-1929*)

In 1942-43 the *College Bulletin* indicates that some courses are curricula have been modified for a time of war, with the goals of winning the war and establishing a lasting peace. The *Bulletin* also indicates that the mission of the College is growing:

As a result of natural ,development in education in Texas, it has in recent years become possible and advisable to extend the existing facilities of this institution also to students who wish to pursue studies in the arts and sciences, or prepare for the study of professions other than teaching. In whatever field of school work the student's interest lies there is a curriculum to meet his needs. The degrees conferred by the College challenge the thoughtful consideration of school officials throughout the State, and admit the holders of those degrees to the graduate departments of the best universities in America. The College consistently maintains that sound scholarship, helpful service and worthy character constitute the noblest ideals of life. (p. 16, *Fortieth Catalog of the College for 1942-1943*)

## **Five Curricular Models: 1953 - 2019**

Over the past 65 years of the institution, the undergraduate curriculum had five different models of the (mostly) lower-level foundational requirements for all students. For all but seven years there was a shared set of requirements for all students.

**1. General Education (1953-1964), Academic Foundations (1964-1979)** -- 1953 - 1979 (52 - 56 hours): By 1953, with the post WWII boom in higher education in full sway, we find for the first time something resembling our current General Education Core Curriculum. All undergraduates were required to complete a common program of general education that was 52 credit hours from 1953-1962, and 56 credit hours from 1962-1979. During this time the institution changed considerably, starting as Southwest Texas State Teachers College, then in 1959 Southwest Texas State College, and in 1969 Southwest Texas State University. The university catalog in 1955-56 contained this description of the reasons for, and goals of, the General Education requirements

In order that all students may possess a broad cultural background in what is regarded as the basic areas of knowledge, a program has been established to assure that the requirements of general education are met by all.

By 1960-61 the description has been expanded:

All persons should be familiar with the nature of present-day society in order that they may be prepared to analyze and solve contemporary problems. A person, to be able to solve the recurring problems of everyday life, should have an appreciation and understanding of the broad fields of human knowledge which we usually classify as the humanities, of the social sciences, of the pure sciences, and of the arts.

Approximately one-third of the courses pursued are taken in these four large areas

From this beginning, the General Education/Academic Foundations/General Studies portion of the undergraduate curriculum at Texas State has been structured as a liberal arts core curriculum. The General Education requirements from 1953 - 1962 were:

Area	Discipline	Credit Hours
I. Social Sciences (12 hours)	History	6
	Government	6
II. Humanities (10 hours)	Literature	6
	Arts	2
	Philosophy (or Bible)	2
III. Science and Math (9 hours)	Biology, Chemistry, Physics, and Math	9
IV. Communication (9 hours)	Writing	6
	Speech	3
V. Health and Well-Being	PE and Health	4
VI. Other	Humanities (Literature, Arts, Home Economics), Religion or Bible, Foreign Language, Lab Science,	8
TOTAL GENERAL EDUCATION		52

Together these courses were intended to provide “common background and foundations of our social and cultural heritage.” ( *1955-56 Annual Catalog*)

Starting in 1962, the basic model continued with changes in areas III and VI:

Area	Discipline	Credit Hours
I. Social Sciences (12 hours)	History	6
	Government	6
II. Humanities (10 hours)	Literature	6
	Arts	2
	Philosophy (or Bible)	2
III. Science, Math or Foreign Language (12 hours)	Science, Math	12
IV. Communication (9 hours)	Writing	6
	Speech	3
V. Health and Well-Being	PE and Health	4
VI. Other	Humanities (Intellectual History, Arts, Home Economics), other courses as approved by the Dean of the College.	9
Total Academic Foundations		56

In the 1962-63 catalog this collection of courses is described parenthetically as "Academic Foundations," anticipating the new name that replaced "General Education" in the 1964-65 catalog.

The reasons given for the Academic Foundations are:

In general, each curriculum emphasizes first, a cultural background which includes courses in the major fields of human knowledge, these designed to give a general cultural background during and after which specialized preparation is begun; second, specialized fields, usually termed majors and minors in which the student selects an area of subject matter in which he has a particular interest or aptitude.

**Cultural Background.** All persons should be familiar with the nature of present-day society in order that they may be prepared to analyze and solve contemporary problems. A person, to be able to solve the recurring problems of everyday life, should have an appreciation and understanding of the broad fields of human knowledge which we usually classify as the humanities, of the social sciences, of the pure sciences, and of the arts. Approximately one-half of the courses pursued are taken in these four large areas. In addition, the person who is a candidate for a teaching certificate must include in his program certain courses designed to give understanding of the problems of childhood and youth. It is the belief of the college staff that the student should have this background to assure to him that depth and breadth of information needed for perspective and good judgment.

These basic courses, required of all students, are so arranged that specialization is cumulative and progressive, insuring greater unity in any curriculum chosen. Since the aim of courses commonly known as cultural background are designed to give better understanding of the problems of contemporary life, the student, after such study, is able to decide which areas have the greatest appeal to him for intensified study, and which profession or vocation he should follow. (pp. 79-80 *1962-1963 Annual Catalog*)

By the mid-1970s the option to complete a Bible course was dropped from Area II, and the Arts and Philosophy courses were offered as either 2 SCH or 3 SCH courses. By 1978-1979, the last year under this model, the only further changes were the expansion of Academic Foundations Area VI to allow courses in any disciplines with the exceptions of Aerospace, Education, and Special Education, and the expansion of Area V to allow Marching Band to meet the requirement.

By 1978-1979, the 26<sup>th</sup> and final year of the original General Education/Academic Foundations Core for Texas State undergraduates:

Area	Discipline	Credit Hours
I. Social Sciences (12 hours)	History	6
	Government	6
II. Humanities (10-12 hours)	Literature	6
	Arts	2 -3
	Philosophy (or Bible)	2 -3
III. Science, Math or Foreign Language (12 hours)	Science, Math	12
IV. Communication (9 hours)	Writing	6
	Speech	3
V. Health and Well-Being	PE and Health or Marching Band	4
VI. Other	Humanities (Intellectual History, Arts, Home Economics), other courses as approved by the Dean of the College.	7-9
Total Academic Foundations		56

**2. Academic Foundations - 1979 - 1986 (44 - 47 hours):** For the seven years represented by these catalogs, the university operated with two variations of the Academic Foundations. This is the only time that Texas State has operated with differing foundational/general education requirements. Even in this case, the basic model was of a focused core curriculum.

		Schools of Creative Arts, Liberal Arts, Science	Schools of Applied Arts, Business, Education, Health Professions *
Area	Discipline	Credit Hours	Credit Hours
I. Social Sciences	History	6	6
	Government	6	6
II. Humanities			7-9 hours total from Literature, Art, Drama, Music, Philosophy, sociology, Psychology (3 SCH required to be in Literature)
	Literature	6	
	Arts	2 - 3	
	Philosophy	2 - 3	
III. Science, Math or Foreign Language	Science, Math	12	12
IV. Communication	Writing	6	6
	Speech	3	3 (or, 3 SCH in Computer Science)
V. Health and Well-Being	PE and Health (or Marching Band)	4	4
VI. Other	Other courses as indicated for teacher certification	(7-9 hours for those seeking teacher certification)	(10-12 hours for those seeking teacher certification)
Total Academic Foundations		47-49 (56 for those seeking teacher certification)	44-46 (56 for those seeking teacher certification)

\*(Occupational Education is added in the early 1980s)

The catalog continues to present this reason for the Academic Foundations:

A person, to be able to solve the recurring problems of everyday life, should have an appreciation and understanding of the broad fields of human knowledge which we usually classify as the humanities, the social sciences, the natural sciences, and the arts. Approximately one-half of the courses pursued are taken in these four large areas. (p. 43, *1979-1980 Annual Catalog*)

This two-track Academic Foundations model was revised by 1982 to allow students in Air Force ROTC to substitute any 2 hours of other Academic Foundations courses for 2 hours of the PE requirement. The reason given is that ROTC students have considerable education in well-being and physical education as part of the ROTC program.

3. **General Studies** -- 1986 - 2000 (52-54 hours): The General Studies model instituted in 1986 was the curricular response to then President Robert Hardesty's stated goal that Texas State offer the finest undergraduate education in the State of Texas. This model is the most significantly distinctive curriculum of the five at Texas State since 1953, and is structured to provide a coherent frame for the whole of a student's education here. As described in the *1986-1988 Undergraduate Catalog*:

#### **General Studies**

The General Studies curriculum has three levels: **Level One, Essential Skills**, initiates the development of university-level skills in reading, writing, speaking, listening, mathematics, problem solving, and critical thinking. **Level Two, Disciplinary Perspectives**, provides broad exposure to various branches of academic inquiry to aid the student in developing a comprehensive view of and appreciation for the complexity of contemporary issues and relationships. **Level Three, Integrative Courses**, includes an introduction to the nature of academic inquiry, the organization of knowledge, the community of scholars, the role of the student in the academic community, and a capstone experience which permits the student to integrate and apply skills and perspectives learned in General Studies as well as the major and minor studies. **No more than 12 hours from anyone department may be counted for General Studies credit.**

In more detail:

## OVERVIEW OF THE GENERAL STUDIES CURRICULUM

Hours	Category	Course Content
<b>12 LEVEL ONE- ESSENTIAL SKILLS</b>		
6	Reading and Writing	Courses emphasizing composition skills.
3	Speaking and Listening	Survey of basic oral communication skills.
3	Computation and Mathematics	Computation skills at college algebra level or equivalent.
	Problem Solving & Critical Thinking	Universal philosophical problems that challenged mankind; one-half of course focuses on problem solving/critical thinking. One-half focuses on philosophy as a disciplinary perspective. (See the Philosophical Perspective in Level 2.)
<b>36-38 LEVEL TWO - DISCIPLINARY PERSPECTIVES</b>		
6	The Historical Perspective	Two courses in American History.
6	The Political Perspective	The U.S. and Texas political systems.
7-8	The Natural Science Perspective	Students may elect to take the <b>same</b> science <b>or</b> two different <b>lab science</b> courses.
3	The Social Science Perspective	Exposure to the basic social sciences.
3	The Philosophical Perspective	Universal philosophical problems that challenged mankind; one-half of course focuses on problem solving/critical thinking. One-half focuses on philosophy as a disciplinary perspective.
3-4	The International Perspective	Exposure to cultures other than our own.
3	The Literary Perspective	Exposure to values in literature.
3	The Fine Arts Perspective	Exposure to values in music, theatre, and art.
2	The Physical Fitness Perspective	Exposure to values of structured physical activity.
<b>4 LEVEL THREE- INTEGRATIVE COURSES</b>		
	General Studies Course	Introduction to interrelationships among disciplinary perspectives; values of general education and an intellectual introduction to the academic world.
3	Capstone Course	Upper division course of sufficient breadth to allow application of knowledge acquired through General Studies courses as well as the major/minor
<b>52-54</b>		

One important aspect that is unclear from this outline is the requirement that all students study a foreign language, either in high school or at Texas State:

**Foreign Languages**

Students should have received credit for at least two years of one foreign language as part of their high school education. Any student graduating from high school after August of 1988, who did not complete two years of the same foreign language, is required to complete six to eight hours of a modern foreign language as part of the General Studies curriculum. (p. 60)

In 1990 the Philosophy Requirement moved from Level Two: Disciplinary Perspectives to Level One: Essential Skills as Philosophy and Critical Thinking. Otherwise, this General Studies curriculum continued until 2000.

The full description of this comprehensive General Studies Curriculum from the *1986-1988 Undergraduate Catalog* can be found at the end of this document.

**4. General Education Core -- 2000 - 2014 (46-49 hours):** In 2000, as the State of Texas implemented a Texas General Education Core Curriculum, common to all Texas public 2-year and 4-year colleges and universities, Texas State adopted a new General Education Core, quite similar to the model we followed from 1953-1979:

Component Area	Discipline	Credit Hours
Communication (9 hours)	English	6
	Speech Communication	3
Mathematics (3-4 hours)	Math	3-4
Natural Sciences (7-8 hours)	Biology, Chemistry, Physics	7-8
Humanities, Visual and Performing Arts (9 hours)	Philosophy	3
	Art, Dance, Music, Theater	3
	Literature	3
Social and Behavioral Sciences (15 hours)	History	6
	Political Science	6
	Anthropology, economics, Geography, Psychology, Sociology	3
SWT Component (3-4 hours)	US 1100	1
	PFW (or Marching Band)	
Total General Education Core		46-49

The description of the reasons and goals of this General Education Core were presented in the *2000-2002 Undergraduate Catalog*:

In order to acquire the fundamental skills and cultural background that are the marks of an educated person, all students at Southwest Texas State University complete a program of General Education Core Curriculum courses which serves as the common foundation for all majors and accounts for about 35 percent of the approximately 130 semester credit hours required for a bachelor's degree.

Conceptually, the General Education Core Curriculum experience starts with a common integrative University Seminar taken by all students who have not completed an equivalent college-level course elsewhere, branches out to a series of component areas, and then moves on to the student's chosen major.

Thus, at the end of the bachelor's program, the student is prepared not only in a departmental field of study, but also in the general abilities of questioning, explaining, and learning that remain universally useful in a rapidly changing world. Southwest Texas State University graduates have the raw materials to build solutions as they fulfill career and civic responsibilities. (p. 84)

In 2004 the Texas State Component area was changed to 3 hours total. In 2008 the Department of Philosophy added a new Ethics focused critical thinking course, Ethics and Society, to help meet the curricular needs and accreditation requirements of some programs on campus. This General Education Core Curriculum continued until 2014 when we moved to the existing model.

NOTE: The General Education Council was established in 1999 to oversee the General Education Core Curriculum at Texas State. As noted in the AA/PPS 01.01.33:

At Texas State University, development of recommendations for the institutional GECC is the responsibility of the GEC, which represents the faculty, departmental or school administrators, and students. The core curriculum should be dynamic, reflecting changes in thinking and society while still honoring the tradition of a liberal education. The GEC is tasked with assessing the content and policies of instruction university-wide in order to ensure that Texas State students achieve the intellectual skills and knowledge that will prepare them for private, public and professional lives.

5. **General Education Core Curriculum -- 2014 - 2018 (42 hours):** Again at the impetus of state-wide changes in the General Education Core, Texas State revised its General Education Curriculum.

Area	Discipline	Credit Hours
Communication	English/Writing	6
Mathematics	Math	3
Life and Physical Sciences	Anthropology, Biology, Chemistry, Geography, Geology, Physics	6
Language, Philosophy, and Culture	Philosophy	3
Creative Arts	Art, Dance, Music, Theater	3
American History	History	6
Government/Political Science	Political science	6
Social and Behavioral Sciences	Anthropology, Economics, Geography, Physical Fitness and Wellness, Psychology, Sociology	3
Component Area (6 hours)	Literature	3
	Communication Studies	3

At its 26 March 2018 meeting the General Education Council voted to open the Component Area of the General Education Core Curriculum for consideration of additional courses.

Craig Hanks  
 Department of Philosophy  
 5 September 2018

## COLLEGE OF GENERAL STUDIES

### Academic Advising

The College of General Studies provides academic advising to students who have not yet declared a major. Academic advising is provided prior to and during both regular and advanced registration periods. Both enrolled and prospective students are encouraged to contact the College of General Studies at any time during the year for individual academic advising appointments.

### General Studies

The General Studies curriculum has three levels: **Level One, Essential Skills**, initiates the development of university-level skills in reading, writing, speaking, listening, mathematics, problem solving, and critical thinking. **Level Two, Disciplinary Perspectives**, provides broad exposure to various branches of academic inquiry to aid the student in developing a comprehensive view of and appreciation for the complexity of contemporary issues and relationships. **Level Three, Integrative Courses**, includes an introduction to the nature of academic inquiry, the organization of knowledge, the community of scholars, the role of the student in the academic community, and a capstone experience which permits the student to integrate and apply skills and perspectives learned in General Studies as well as the major and minor studies. **No more than 12 hours from any one department may be counted for General Studies credit.**

Particular types of degrees (B.A., B.S., B.S. in Ed., and others), majors, and certifications have additional course requirements. Students are cautioned to examine all sections of this catalog which apply to the type of degree, major, or certification they seek and are urged to work closely and frequently with academic advisers.

### LEVEL ONE - ESSENTIAL SKILLS

#### Reading and Writing (6 hours)

Written expression is a fundamental skill which must be developed and maintained across the curriculum and throughout the college experience. To meet this need, the University has developed several instructional programs.

**English 1310 Reading and Writing (Part I).** English 1310 is a course in the reading and writing of expository prose. Students study the principles of invention, arrangement, and style and work to develop a sense of audience and purpose in their writing. Matters of grammar, usage, mechanics, and punctuation are reviewed as necessary to support students' writing skills.

**English 1320 Reading and Writing (Part II).** English 1320 teaches critical reading and writing skills beyond those taught in English 1310. Students practice these skills by reading expository and literary texts. English 1320 includes instruction in the use of source materials and in the techniques of documentation.

**General Studies Writing Examination.** Students may enroll for no more than 15 hours of upper-division courses until they have passed this examination. To be eligible to take this examination, students must have credit for English 1310, 1320, three hours of sophomore English, and a total of 45 semester hours of college credit. For further information on this examination, see General Studies Examinations, page 64.

**Writing Intensive Courses (WI).** The College of General Studies designates many courses throughout the curriculum as "writing intensive" (WI). A minimum of 18 hours of writing intensive courses (excluding English 1310 and 1320) is required for graduation. Academic advisers (or department chairmen) have a list of writing intensive courses.

**Writing Proficiency.** In order to ensure that Southwest Texas State University graduates are proficient in writing, the University has instituted the following policy:

1. At the end of each course the instructor notes all students whose writing is deficient.
2. Every student noted as writing-deficient in two courses during his or her academic career must take an examination administered by the Writing Laboratory.
3. The student must pass the examination before graduation.

4. When a student passes the writing proficiency examination, all of the student's prior notations for deficiency in writing are disregarded. However, if the student is noted as deficient twice after passing the examination, the student must pass another examination before graduation.

The Writing Proficiency program is not a part of the College of General Studies, but is a graduation requirement of the University. Please see Writing Proficiency on page 52.

Students who anticipate or encounter difficulties with any of the various writing requirements should discuss the problem with academic advisers and use the appropriate support services such as the Writing Laboratory in the Department of English, Student Learning Assistance Center, or Special Services.

### **Speaking and Listening (3 hours)**

Educated persons should speak standard English effectively. The College of General Studies requires the following course to develop this ability:

**Speech Communication 1310 Fundamentals of Speech.** Speech Communication 1310 is an introductory course designed to improve both understanding of communication principles and abilities in listening and in speaking standard English. Specific communications instructional contexts included are interpersonal settings, small group situations, and public communication.

### **Computation and Mathematics (3 hours)**

Competent persons should be able to reason mathematically and to express quantitative skills. To ensure their competency, students must demonstrate mathematical skill at the college algebra level (Math 1315, 1319, or higher).

**Mathematics 1315 College Algebra.** This course includes linear and quadratic equations, inequalities, word problems, functions, logarithms, systems of equations, and other college algebra topics as time permits. Prerequisite: Mathematics ACT Score of at least 19 or SAT quantitative score of at least 435; or a mathematics placement score of at least 8; or Mathematics 1311 with a grade of at least "C". (Students should make appropriate use of the Mathematics Laboratory, Student Learning Assistance Center, and Special Services.)

### **Philosophy and Critical Thinking**

The ability to reason, analyze, and critically evaluate issues is essential to a university education. Philosophy 1305 is required to assist the student's development in this area. (Also see Philosophy and Critical Thinking as a disciplinary perspective on page 59.)

**Philosophy 1305 General Philosophy.** This course is a study of universal philosophical problems and their solutions with a view toward developing clear thinking about knowledge, belief, and value. Approximately one-half of this course will focus on students' critical thinking skills. Credit cannot be given for both 1305 and 3301.

## **LEVEL TWO - DISCIPLINARY PERSPECTIVES**

A well educated person can view complex issues from many perspectives. To ensure the broadest feasible exposure to various branches of learning, the student is required to take one or more courses from each of nine academic perspectives.

### **The Historical Perspective (6 hours)**

The educated person needs an historical perspective to understand contemporary issues and to make intelligent decisions for the future. History is a practical subject, because democracy will function smoothly only to the extent that history is well understood. To develop an historical perspective and in compliance with Texas law<sup>1</sup>, South-west Texas State University requires all students to complete "six hours or their equivalent in American History".

<sup>1</sup>According to current law, up to three semester hours of credit in a junior or senior ROTC course may be applied to the history requirements.

**History 1310 History of the United States to 1877.** History 1310 is a general survey of the history of the United States from its settlement to the end of Reconstruction.

**History 1320 History of the United States, 1877 to Date.** History 1320 is a general survey of the history of the United States from Reconstruction to the present.

### **The Political Perspective (6 hours)**

Democracy flourishes when citizens enjoy basic freedoms, exercise a voice in government, and understand their governmental systems. Educated citizens have the responsibility to help make decisions concerning the long-range prosperity, security, and effective governance of the nation. To develop the political perspective and in compliance with Texas law<sup>2</sup>, the College of General Studies requires all students to complete six hours or their equivalent in government or political science which include “consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas.”

**Political Science 2310 Principles of American Government.** This course is a survey of the principles of political science, the American system of government, and the origins and development of the constitutions of the United States and Texas. Satisfies the legislative requirements for teacher certification.

**Political Science 2320 Functions of American Government.** This course is a study of functions performed in the American system of government, both national and state, with special reference to Texas. Prerequisite: Political Science 2310 or equivalent.

### **Natural Science Perspective (7 or 8 hours)**

The natural sciences encompass that growing body of knowledge used by man to understand natural phenomena. It is the intent of the General Studies science curriculum to provide knowledge of basic theories and methods of science which can assist a person in making wise decisions on contemporary issues such as energy and environmental policy. Two science courses are required, and the College of General Studies recommends that each of them include required laboratory experience. (Three-hour credit courses, designated by a “3” as the second digit of the course number, do not award credit for the laboratory.) If a student chooses both courses in the same science, only one must be a laboratory course. Students choosing courses from two different sciences will take a laboratory course in each discipline.

**Biology 1310 Principles of Biology.** This course covers basic principles of biology including the scientific method, cell theory, evolution, genetics, organizational functions, ecology, and population dynamics. Students must also complete Biology 1410 or 1420 to receive General Studies credit for this course. **May not be credited toward a biology major or minor or secondary teaching field.**

**Biology 1410 Introduction to Plant Biology (General Botany).** This course presents a panorama of plant life and how plants function, live, reproduce, and interact with their environment and man. The botanical principles discussed will convey a conceptual unity to the knowledge about plants and their relationships in a dynamic world.

**Biology 1420 General Zoology.** This course presents a panorama of animal life and how animals function, live, reproduce, and interact with their environment and man. The zoological principles discussed will convey a conceptual unity to the knowledge about animals and their relationships in a dynamic world.

**Chemistry 1310 Introductory Chemistry for Non-Science Majors.** A one-semester principles course for students in non-science related majors which covers not only the major concepts of chemistry (chemical theory, stoichiometry, bonding, and elementary thermodynamics) but also the role of chemistry in problems of contemporary society (energy, pollution, water, etc.). The course must be followed by Chemistry 1430 for General Studies credit. Students will not receive credit for both Chemistry 1310 and 1410.

<sup>2</sup>According to current law, up to three semester hours of credit in a junior or senior ROTC course may be applied to the government requirements.

**Chemistry 1410 General Chemistry I.** The first of two courses for science-related majors, this course covers the basics of atomic and molecular structure, bonding, states of matter, solutions, and some descriptive chemistry. Emphasis is placed on solutions to chemical problems; a basic knowledge of algebra is required. Students will not receive credit for both Chemistry 1310 and 1410.

**Chemistry 1420 General Chemistry II.** The second of two courses for science-related majors, this course covers equilibrium processes, acid-base concepts, elementary thermodynamics and kinetics, electrochemistry, nuclear chemistry, and descriptive chemistry of some families of elements. Chemistry 1410 is a prerequisite.

**Chemistry 1430 Chemistry for Non-Science Majors.** This is a one-semester course which surveys organic and biochemistry and may include petro-chemistry, nuclear chemistry, synthetic and natural polymers. Chemistry 1310 or 1410 is a prerequisite.

**Physics 1310 Elementary Physics.** A non-mathematical survey of mechanics, properties of matter, heat, and sound. These topics are described in a conceptual way with applications relating to the world around us. The laboratory experience may be obtained in a separate one-hour lab (PHYS 1110).

**Physics 1320 Elementary Physics.** A non-mathematical survey of electricity, magnetism, light, relativity, and atomic and nuclear physics. These topics are described in a conceptual way with applications relating to the world around us. The laboratory experience may be obtained in a separate one-hour course (PHYS 1110).

**Physics 1110 Elementary Physics Laboratory.** This course is a one-hour credit course designed to supplement Physics 1310 and 1320 with appropriate laboratory experience. This course will allow the student to explore and to illustrate some of the basic principles covered in Physics 1310 and 1320. Prerequisite: Physics 1310 is a prerequisite or a corequisite.

**Physics 1410 General Physics I.** This course is the first of a two semester sequence which is a survey of the basic laws and principles of physics and includes the topics of mechanics and heat. Emphasis is on solutions to physics problems; a knowledge of algebra and basic trigonometry is essential. Prerequisite: Registration or credit in Mathematics 1315 and 1317 (or 2321).

**Physics 1420 General Physics II.** This is the second course in a two semester sequence which is a survey of the basic laws and principles of physics and includes the topics of waves, electricity and magnetism, and light. Emphasis is on solution to physics problems; a knowledge of algebra and basic trigonometry is essential. Prerequisite: Registration or credit in Mathematics 1315 and 1317 (or 2321).

**Physics 1430 Mechanics and Heat.** This course is the first course of a three semester sequence (including Physics 2415 and 2425). It is designed to cover the basic laws and principles of mechanics and heat through analytic problem-solving. Prerequisite: Mathematics 2471 to be taken concurrently or previously. Credit in both Physics 1410 and 1430 cannot be given.

**Physics 2415 Wave Motion, Sound, and Light.** This course is the second of a three semester sequence. It is designed to cover the basic laws and principles of wave motion, sound, light and modern physics through an analytic, problem-solving approach. Prerequisite: Physics 1430 (or 1410), Mathematics 2471 and current enrollment in Mathematics 2472.

**Physics 2425 Electricity and Magnetism.** This course is the third of a three semester sequence. It is designed to cover the basic laws and principles of electricity and magnetism through an analytic, problem-solving approach. Prerequisite: Physics 1430 and Mathematics 2471 and 2472. Credit in both Physics 1420 and 2425 cannot be given.

### **The Social Science Perspective (3 hours)**

The educated person should be exposed to the methods, theories, and principles of the basic social sciences in order to understand the range and limits of knowledge in these disciplines. The student will choose one of the following courses for the social science requirement:

**Anthropology 2312 Cultural Anthropology.** Anthropology 2312 is the comparative study of human behavior emphasizing technology, social organization, and ideology in preliterate and contemporary cultures of the world.

**Anthropology 3301 Principles of Cultural Anthropology.** This upper division anthropology course surveys the operations of cultural regularities, brings the student up to date on ethnographic and ethnologic writings, and provides a sound theoretical base for research or applied social science. Case studies come from societies with a wide range of developmental levels, including not only simple societies, but advanced Western and non-Western civilizations.

**Economics 2320 Principles of Economics.** Economics 2320 is a survey of the foundations of economic analyses. This course develops basic economic concepts and uses them to analyze the roles people play as consumers, producers, and voters, at both an individual and collective level. In addition, these basic concepts are used to apply economic reasoning to social problems such as discrimination, poverty, the plight of the family farmer, pollution, and social choice.

**Geography 1310 World Geography.** This course stresses the similarities and differences of the major world regions. Emphasis is given to human behavior in a spatial context.

**Psychology 1300 Introduction to Psychology.** This course is a survey of the major principles derived from research on human and animal behavior. Topics studied include learning, thinking, motivation, emotion, personality, the senses, perception, and the form and functions of the nervous system.

**Sociology 1310 Introduction to Sociology.** This course is a survey of the basic concepts in sociology including social organization, culture, socialization, groups, and human population leading to the development of a sociological perspective of human behavior.

**Sociology 3300 Principles of Sociology.** Sociology 3300 is a survey of the discipline of sociology, including socialization, social institutions, collective behavior, urban and community studies, demography, race relations, culture, and personality. Emphasis is on basic concepts and the behavioral science approach to the study of human groups. Sociology 1310 and 3300 may not both be counted for credit.

### **Philosophy and Critical Thinking (3 hours)**

**Philosophy 1305 General Philosophy.** This course is a study of universal philosophical problems and their solutions with a view toward developing clear thinking about knowledge, belief, and value. Approximately one-half of this course will focus on students' critical thinking skills. Credit cannot be given for both 1305 and 3301. (Also, see Philosophy and Critical Thinking as an essential skill on page 56.)

### **The International Perspective (3 hours)**

Modern transportation and communication technology bring peoples and cultures ever closer, thereby continuously increasing the importance of educated peoples' understanding similarities and differences between their own and other societies and cultures. The international and intercultural nature of the modern world is dramatically illustrated by the breadth of university disciplines which incorporate such topics in their instructional curricula. This circumstance also provides the student with an extensive choice of courses to satisfy the international perspective requirements.

The student must select one course from the following list:

Anthropology	3305	Magic and the Occult
Anthropology	3314	Latin American Cultures
Anthropology	3321	Cultures of Asia
Anthropology	3323	Cultures of the Middle East
Anthropology	3350	Sex Roles
Anthropology	3360	Economic Anthropology
Anthropology	3370	Culture and Personality

Criminal Justice	4365	Comparative Criminal Justice
Economics	3322	Economic Growth and Development
Economics	3353	Comparative Economic Systems
English	3316	Film and Prose Fiction
English	3322	European Novel
English	3328	Types of World Drama in English
English	3329	Mythology and Folklore
French	1420	Beginning French
French	2310	Intermediate French
French	2320	Intermediate French
French	3302	Survey of French Literature
French	3370	French Civilization
Geography	1309	Man's Cultural Environment
Geography	3307	Geography of Europe
Geography	3308	Latin America
Geography	3328	Geography of North Africa and the Middle East
Geography	3333	China and Japan
Geography	4328	Geography of the Soviet Union
German	1420	Beginning German
German	2310	Intermediate German
German	2320	Intermediate German
German	3370	German Civilization
History	2310	Western Civilization to 1715
History	2320	Western Civilization 1715 to Date
Spanish	1420	Beginning Spanish
Spanish	2310	Intermediate Spanish
Spanish	2320	Intermediate Spanish
Spanish	3302	Survey of Spanish Literature
Spanish	3306	Survey of Spanish-American Literature
Spanish	3370	Spanish Civilization
Spanish	3371	Spanish American Civilization

For descriptions of the International Perspective courses, please see the appropriate departmental sections of this catalog.

### Foreign Languages

Students should have received credit for at least two years of one foreign language as part of their high school education. Any student graduating from high school after August of 1988, who did not complete two years of the same foreign language, is required to complete six to eight hours of a modern foreign language as part of the General Studies curriculum.

### The Literary Perspective (3 hours)

To introduce students to the best that has been written and to foster understanding, analysis, and appreciation of great literature, the College of General Studies requires that all students take one course from the following:

**English 2310 Survey of English Literature from Beowulf through the Age of Classicism.** This course surveys major British poetry, fiction, and drama from Beowulf through the neo-classical age.

**English 2320 Survey of English Literature from the Romantic Period to the Present.** This course surveys the major British poetry, fiction, and drama from the Romantic Period to the present.

**English 2330 A Survey of World Literature Before 1600.** This course surveys the literature of the great civilizations of the past. It begins with selections from the Bible and Greek epics and ends with selections from Don Quixote, Shakespeare, and Lope de Vega.

**English 2340 A Survey of World Literature from 1600 to Present.** This survey course examines the literature of great civilizations in their historical and cultural context.

**English 2370 Masterpieces of English Literature.** This course surveys masterpieces of English literature in various genres from different periods.

**English 2380 Masterpieces of American Literature.** This course surveys masterpieces of American literature in various genres from different periods.

### **The Fine Arts Perspective (3 hours)**

An educated man or woman has appreciation for the visual arts, music, and the performing arts. Exposure to and a beginning understanding of these arts is provided by a required three hour course.

**Art, Music, or Theatre Arts 3313 Introduction to Fine Arts.** This course is a study of the ways art, music, and drama relate to each other and to society.

### **The Physical Fitness Perspective (2 activity courses)**

A complete education develops the body as well as the mind, and the College of General Studies requirement will help students begin or continue the development of life-long skills in recreational activities. The Department of Physical Education offers an exceptionally wide range of courses taught at the beginning, intermediate, or advanced skill levels. The student may choose from the following activity courses: PES 1100-1120, 1122-1159, 1161-1169, 1200-1205, 1220, 1225, 1251, 2208-2209.

New freshmen who enter during the 1986-87 school year are required to complete three of the activity courses. Those who enter in the Fall 1987 semester and thereafter are required to complete two of the activity courses. New freshmen who enter in the Fall 1986 semester may count participation in Marching Band as one of the required Physical Education courses.

Handicapped students who cannot participate in the regular physical education activity program must enroll for two semesters in PES 1123, Restricted Physical Education. Approval for enrollment in this class must be obtained from the director of the Physical Education Service Activity Program. Individual programs will be developed for each student. To satisfy the Physical Education requirement, students who cannot participate in PE 1123, Restricted Physical Education (determined by the University Physician) must enroll in HED 1100, Lifestyle for Health.

## **LEVEL THREE - INTEGRATIVE COURSES**

To help students learn to relate knowledge from various disciplines, two integrative courses are provided in the General Studies curriculum. Students will take General Studies 1100, Introduction to General Studies (with special sections for transfer students) in their first Fall or Spring semester at Southwest Texas State University. Since General Studies 1100 will be a pilot program introduced during 1986-88, some students will be exempted from this requirement.

**General Studies 1100 Introduction to General Studies.\*** This course will present the nature and structure of university education with special emphasis on the benefits and values of general education. Topics will include the origin of rational inquiry, the scientific method, a brief history of the university in the Western world, the academic disciplines, and the role of the university in contemporary American society.

**Capstone Course.** The capstone course is ordinarily a three hour credit course taken late in the student's undergraduate career. This course, which links general education

\*Students entering the University during the 1986-87 academic year may be exempted from GS1100. If exempted from GS1100 in 1986-87, the student must take a physical education activity course in lieu of GS1100. If exempted in 1987-88, the student may take a physical education activity course or any other free elective in lieu of GS1100.

and the student's major or minor, provides the opportunity to integrate the skills and knowledge of more than one academic discipline in the study of a problem or issue. It is the intent of this course to provide the students with a synthesis of their intellectual development and to produce a culminating work in writing, performance, or other appropriate form. Students must work closely with their academic adviser to select the capstone course most appropriate to their education and aspirations.

## OVERVIEW OF THE GENERAL STUDIES CURRICULUM

Hours	Category	Course Content
<b>12 LEVEL ONE - ESSENTIAL SKILLS</b>		
6	Reading and Writing	Courses emphasizing composition skills.
3	Speaking and Listening	Survey of basic oral communication skills.
3	Computation and Mathematics	Computation skills at college algebra level or equivalent.
	Problem Solving & Critical Thinking	Universal philosophical problems that challenged mankind; one-half of course focuses on problem solving/critical thinking. One-half focuses on philosophy as a disciplinary perspective. (See the Philosophical Perspective in Level 2.)
<b>36-38 LEVEL TWO - DISCIPLINARY PERSPECTIVES</b>		
6	The Historical Perspective	Two courses in American History.
6	The Political Perspective	The U.S. and Texas political systems.
7-8	The Natural Science Perspective	Students may elect to take the <b>same</b> science <b>or</b> two different <b>lab science</b> courses.
3	The Social Science Perspective	Exposure to the basic social sciences.
3	The Philosophical Perspective	Universal philosophical problems that challenged mankind; one-half of course focuses on problem solving/critical thinking. One-half focuses on philosophy as a disciplinary perspective.
3-4	The International Perspective	Exposure to cultures other than our own.
3	The Literary Perspective	Exposure to values in literature.
3	The Fine Arts Perspective	Exposure to values in music, theatre, and art.
2	The Physical Fitness Perspective	Exposure to values of structured physical activity.
<b>4 LEVEL THREE - INTEGRATIVE COURSES</b>		
1	General Studies Course	Introduction to interrelationships among disciplinary perspectives; values of general education and an intellectual introduction to the academic world.
3	Capstone Course	Upper division course of sufficient breadth to allow application of knowledge acquired through General Studies courses as well as the major/minor.
<b>52-54</b>		

### Upper Division Alternatives

Students may enroll in degree programs at locations where some of the required General Studies courses are not offered. Also some students with extensive transfer work may find it imprudent to enroll for all of the lower-division work required in the General Studies curriculum. For students in these programs only and with prior approval of their academic adviser, the following substitutions are permitted in the General Studies curriculum:

<b>General Studies Required Course</b>	<b>Upper Division Alternative</b>
English 1310 or 1320.....	English 3310 (substitutes for 1310 or 1320 but not both)
Sophomore Literature.....	English 3340
Speech Communication 1310.....	Speech Communication 3327
Philosophy 1305.....	Philosophy 3301
History 1310 and 1320.....	History 3340 and 3341
Political Science 2310 and 2320.....	Political Science 3308 and 3314
Physical Education (Two Activity Courses).....	Physical Education 3323 or Health Education 3301 or Recreational Administration 4320

Students enrolled in those programs where these substitutes are permitted must meet all other General Studies course and examination requirements.

### **GENERAL STUDIES UPPER DIVISION ALTERNATIVES**

**English 3310 Composition for Occupational Education Majors.** This course emphasizes basic writing skills, with intensive practice in the standard patterns of exposition. It may be counted as three semester hours of the six-hour freshman English requirement; it will not substitute for the sophomore literature requirement. It is creditable only to occupational education majors and offered off-campus.

**English 3340 Special Topics in Language and Literature.** A different offering each semester. This course may be taken as an individual tutorial with permission of the Chair of the Department of English and approval of the assigned instructor.

**Speech Communications 3327 Communication Theory and Research.** This course studies the process of human communication. Included are considerations of speech as a behavioral science, examinations of models of communication, and exploration of the interdisciplinary nature of interest in problems of human communication.

**Philosophy 3301 Philosophical Issues.** This course emphasizes the great philosophical concepts which through the years have challenged the best thoughts of men and have contributed to the fulfillment of the good life. Emphasis upon the applicability of those concepts to human life in our time and to the development of intellectual perspective. Approximately one-half of this course will focus on the student's critical thinking skills. Credit cannot be given for both 3301 and 1305.

**History 3340 History of the United States, 1877-1914.** This course is a survey of American history from the end of Reconstruction to the outbreak of World War I, with an emphasis on the pertinent historical literature.

**History 3341 History of the United States, 1914-1945.** This course is a study of American history from World War I through World War II with an emphasis on the pertinent historical literature.

**Political Science 3308 The Legislative Process.** This course emphasizes the dynamics of lawmaking and legislative politics in the United States. The structure, party organization, rules of procedure, and actual operation of the Congress and of selected state legislatures (including Texas) are analyzed, compared, and evaluated.

**Political Science 3314 State and Local Government.** This course is a study of the organization, functions and powers of state, county, and municipal government in the United States with particular reference to patterns of such governments in Texas.

**Physical Education 3323 Principles of Health and Physical Education.** Social, political, economic, historical, psychological and biological backgrounds are studied as sources for forming basic principles in relation to physical well-being. Specific units of work include study of the nature of man, the psychology of acquiring motor skills, and cultural changes and influences.

**Health Education 3301 Conservation of Human Health.** This course is an examination of the ecological impact resulting from contemporary socio-political action and its resulting influence on human health.

**Recreation Administration 4320 Leisure Education.** This philosophical overview of leisure education emphasizes the approaches and strategies that can be used in the leisure education process.

## GENERAL STUDIES ADVANCEMENT EXAMINATIONS

### The General Studies Examination in Writing

To test students' writing skills, the College of General Studies requires students to pass the College-Level Examination Program (CLEP) General Examination in English Composition. The examination requires students to write essays and to answer multiple choice questions about sentence structure.

To be eligible to take this examination, students must have credit for a total of 45 semester hours, including credit for English 1310 and 1320 or their equivalents, and for three hours of sophomore English. Students may enroll in no more than 15 hours of upper division courses until they have passed this examination.

Transfer students with more than 45 hours are urged to take the examination before they register at SWTSU. To be eligible to take the examination after they enroll here, they must have credit for a total of at least 45 semester hours, including three English courses listed above or their equivalents.

Transfer students who are admitted with 60 or more hours are required to take the General Studies Examination in Writing at the first testing period during the first semester in which they are enrolled. Transfer students who are admitted with 60 or more hours may take 15 hours of upper division courses during their first semester of enrollment, but those who fail the examination may not enroll for any additional upper division courses until they have passed the examination.

Students who fail the examination should consult an adviser about when to retake it or which review course (if any) to select. When guiding these students, advisers will consider scores on the examination as well as course grades. A student who fails the examination once may go to the English Department's writing laboratory, go to the Student Learning Assistance Center (SLAC) for tutoring, or enroll in an English course for review (English 1320, Reading and Writing, Part II, or English 3311, Advanced Reading and Writing) before retaking the examination. Only students who have failed the examination twice and who have earned a grade of "C" in the review course can go before the Appeals Committee. Exceptions are students who have learning disabilities or physical handicaps.

### The General Studies Examination in Mathematics

Procedures for mathematics testing are under review. Current plans anticipate implementation of mathematics testing for new students beginning in the Fall 1987 semester. Please see the Summer 1987 addendum to the 1986-88 catalog for additional information.

### Appeals Committee for General Studies Examination

The committee is a Faculty Senate Committee similar in structure to the Writing Proficiency Committee with faculty representation from each school. (The Writing Proficiency Committee will continue to exist; its responsibilities lie mainly with upper division courses). The Appeals Committee will establish policies and procedures after consulting with the Faculty Senate Committee on Advanced Placement and Testing, the Counseling Center, the University Testing Center, the Departments of English and Mathematics, and the General Studies Testing Subcommittee.