

First draft of revision using the language from the new Title 5 regulations and the CalGETC Standards. Although this is about our local GE pattern, the courses in our local GE pattern will also meet CalGETC standards so that students will have a smoother path and not need to take extra courses if they change from local to transfer degree pathway.

Black is existing language, black with ~~strikeout~~ is to be removed, red is language to be added.

AP 4025 Philosophy and Criteria for Associate Degree and General Education

References: Title 5 [§55061](#) (link), ~~§55063~~; ACCJC Accreditation Standards II.A.5 and II.A.12; Eligibility Requirement 12, [CSU Transfer FAQs](#) (link)

District procedures regarding associate degrees and general education follow the philosophy and criteria expressed in BP 4025 and from the requirements described in pertinent sections of Education Code, Title 5, and Accreditation Standards. Central to the associate degree and general education requirements is Hartnell's mission to provide educational opportunities for students to reach academic goals in an environment committed to student learning, achievement and success. We commit to excellence in teaching and student services that develop the intellectual, personal, and social competence of every student. We aspire to develop leaders who will contribute to the social, cultural, and economic vitality of our region and the global community.

The philosophy and criteria for the associate degree symbolize a student's successful journey through patterns of learning experiences designed to develop certain competences and insights as identified within Hartnell's Core Competencies:

- ~~Communication Skills~~
 - ~~Students will demonstrate reading comprehension and expository writing skills at a college level.~~
- ~~Information Skills~~
 - ~~Students will define information needs, access information efficiently and effectively, evaluate information critically, and use information ethically.~~
- ~~Critical Thinking/Problem Solving~~
 - ~~Students will use quantitative and logical reasoning to analyze information, evaluate ideas, and solve problems.~~
- ~~Global Awareness~~
 - ~~Students will demonstrate knowledge of global interdependence including knowledge of others' values, cultures and beliefs and an ability to describe one's own cultural heritage.~~
- ~~Aesthetic Appreciation~~
 - ~~Students will critically reflect upon works of visual and performing arts in a~~

diverse cultural context.

- ~~Personal Growth and Responsibility~~
 - ~~Students will select lifestyle choices that promote physical and mental well being.~~
 - ~~Students will demonstrate the importance of being an informed, ethical, and active citizen in their community and the world.~~
- Global Engagement
 - Students will demonstrate global citizenship via knowledge of and interaction with civic participation, diverse cultures and people, and social justice advocacy.
- Personal Growth
 - Students will demonstrate ethical decision making, goal setting, and positive lifestyle choices.
- Aesthetic Analysis and Application
 - Students will analyze, conceptualize, evaluate and/or synthesize creative and artistic expression as applied via contexts such as cultures and disciplines.
- Communication
 - Students will effectively communicate to varied audiences via spoken, written, visual and other forms of communication.
- Information Competency
 - Students will define information needs, utilizing appropriate technology and resources to access information efficiently and effectively, evaluate information critically, and use information ethically.
- Inquiry and Reason
 - Students will use analytical, creative, and critical thinking to evaluate ideas, predict outcomes and form conclusions and solutions.

General education courses help students understand the nature and richness of human culture and social structures through a comparative approach and have a pronounced historical perspective. They recognize the contributions to knowledge, civilization, and society that have been made by men, women, and members of various ethnic or cultural groups. General education courses shall address the modes of inquiry that characterize the different areas of human thought: the nature of the questions that can be addressed, the way questions are formulated, the way analysis is conducted, and the validity and implications of the answers obtained. (CalGETC Standards, Version 1.0, p. 20).

Graduation requirements for associate degrees are set forth in BP 4100 – *Graduation Requirements for Degrees and Certificates*. The District’s general education requirements are as follows:

- A minimum of ~~21~~ 23 units which shall include courses in each of the following areas:
 - ~~Natural Sciences (3 units)~~
 - ~~Social and Behavioral Sciences (3 units)~~
 - ~~Humanities (3 units)~~
 - ~~Ethnic Groups in the United States (3 units)~~
 - ~~Language and Rationality~~

- ~~Written Expression (3 units)~~
 - ~~Communication and Analytical Thinking (6 units)~~
 - English Communication
 - English Composition (3 units)
 - Oral Communication and Critical Thinking (3 units)
 - Mathematical Concepts and Quantitative Reasoning (3 units)
 - Arts and Humanities (3 units)
 - Social and Behavioral Sciences (3 units)
 - Physical and Biological Sciences (3 units)
 - Ethnic Studies (3 units)
 - Lifelong Learning and Self Development (2 units)
- All degree requirements including general education must be completed with an overall grade of "C" or better.

Courses selected to meet Hartnell's general education requirements must meet the following standards:

- Rigor: each course treats subject matter with a level of intellectual intensity that requires independent study.
- Scope: each course introduces the student to a wide range of principles, perspectives, and knowledge within the discipline.
- Autonomy: each course is a whole unto itself and not primarily part of a sequence of courses (each course provides exposure to foundations and fundamental tenets of the discipline).
- Breadth: each course provides a generalizing rather than specializing experience within the subject matter of the discipline. It relates knowledge within the discipline to other fields and disciplines, as well as to contemporary society.
- Critical thinking: each course develops the student's aptitude for conceptualizing, applying, analyzing, synthesizing, and evaluating information.
- Communication and literacy: each course provides opportunities for the student to develop and demonstrate both orally and in writing the ability to read, comprehend, and evaluate college-level material.
- Relevancy: each course relies upon current knowledge, technology, and instructional materials to achieve its objectives, as appropriate.

Specific courses within the general education pattern at Hartnell fulfill the following criteria as related to their area of specialty:

- **Physical and Biological Sciences:** these courses examine the physical universe, its life forms, and its natural phenomena. **Such courses** help students **appreciate and apply** the scientific method and **understand** the relationships between science and other human activities.
- **Social and Behavioral Sciences:** these courses focus on people as members of society. **Such courses** develop an awareness of the method of inquiry used by the social and behavioral sciences. **They** stimulate critical thinking about the ways people act and

have acted in response to their societies, and promote an appreciation of how societies and social subgroups operate.

- **Arts and Humanities:** these courses **focus on the** cultural activities and artistic expressions **of human beings**. **Such courses serve to** develop awareness of the ways in which people throughout the ages and in different cultures **respond** to themselves and the world around them in artistic and cultural creation **and develop both** aesthetic understanding and an ability to make value judgments.
- **Ethnic Studies:** these courses **focus on the interdisciplinary and comparative study of race and ethnicity with special focus on four historically defined racialized groups:** Native Americans, African Americans, Asian Americans and Pacific Islanders, and Latinx Americans. Courses that are approved to meet this requirement shall meet at least 3 of the 5 following core competencies.
 - Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American and Pacific Islander Studies, and Latinx American Studies.
 - Apply theory and knowledge produced by Native American, African American, Asian American and Pacific Islander, or Latinx American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.
 - Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, or age in Native American, African American, Asian American and Pacific Islander, or Latinx American communities.
 - Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian Americans and Pacific Islanders, and Latinx Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.
 - Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and Pacific Islander or Latinx communities to build a just and equitable society.

English Communication: courses in this category develop the principles and applications of language **toward** logical thought; clear and precise expression, **and** critical evaluation of communication **in whatever symbol system the student uses**.

See Board Policy 4025

Approved by Superintendent/President: ~~May 26, 2015~~ Add in new approval date.