

First pass at updating the GE pattern and 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, blue is language to be added.

AP 4025 Philosophy and Criteria for Associate Degree and General Education

References: Title 5 Section 55061, 55063; ACCJC Accreditation Standards II.A.5 and II.A.12; Eligibility Requirement 12

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:

- ~~Natural Sciences~~ **Physical and Biological Sciences**: these courses examine the physical universe, its life forms, and its natural phenomena. ~~They should also~~ **Such courses help the students develop an appreciation and understanding of appreciate and understand** the scientific method and ~~encourage an understanding of~~ **understand** the relationships between science and other human activities.
- Social and Behavioral Sciences: these courses focus on people as members of society. ~~They should help students~~ **Such courses** develop an awareness of the method of

inquiry used by the disciplines within 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 study human the cultural activities and artistic expressions of human beings. and should help the student Such courses develop an awareness of the ways in which people throughout the ages and in different cultures, have responded respond to themselves and the world around them in artistic and cultural creation. These courses also promote an and develop aesthetic understanding and an ability to make value judgments.
- ~~Ethnic Groups in the United States:~~ courses in this category demonstrate sensitivity to and promote a climate of cultural diversity. They focus specifically on a multicultural and global perspective and foster an understanding of the student's role in a global community. Courses that fulfill this requirement introduce and examine the intersection of ethnicity, language, or culture with gender, sexuality, class, or other important social categories such as religion. The emphasis for any course meeting this requirement must be substantial and thematic rather than incidental or supplemental. In addition, courses approved for this category must:
 1. focus on important themes and issues in United States history, society and culture;
 2. address the theoretical and analytical issues relevant to understanding race, culture, and ethnicity in our society;
 3. provide a framework for better understanding of one's particular cultural/historical identity in our society;
 4. include one or more of the following cultural/ethnic minority groups: Asian Americans; Black/African Americans; Chicano/Mexican Americans; Hispanic/Latinos; Native Americans; Pacific Islanders;
 5. be regarded as a curriculum establishing a broad knowledge of the institutions, history and science of United States culture rather than providing training for a specific area.
- **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 & Pacific Islanders, and Latina/o 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.
 - Apply theory and knowledge produced by members of the four historically defined racialized groups 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, and/or age.
- Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by the four historically defined racialized groups 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/or Latina and Latino communities for a just and equitable society.

~~Language and Rationality~~ **English Communication:** courses in this category develop the principles and applications of language and toward logical thought. They help students to develop patterns of clear and precise expression, as well as the and critical evaluation of communication in whatever symbol system the student uses. These courses include oral communication, mathematics, logic, statistics, computer languages and programming, and related disciplines. Mathematics and English composition courses have an appropriate prerequisite that distinguishes them from remedial courses.

See Board Policy 4025

Approved by Superintendent/President: May 26, 2015