

Title 5 GE Requirement (§55063)	ACCJC Standard II.A.12	LPC AA & AS GE Criteria	Related LPC Institutional Learning Outcome (ISLO)
<p>Natural Sciences. Courses designed to develop an appreciation and understanding of the scientific method, and the relationships between science and other human activities. This category includes introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines.</p>	<p>General Education learning outcomes include:</p> <ul style="list-style-type: none"> - "skills for lifeline learning" - "a broad comprehension of the development of knowledge, practice, and interpretive approaches in . . . the sciences [and] mathematics" 	<p>Natural Science. Courses that examine the physical universe, its life forms, and its natural phenomena. Courses presented from a theoretical point of view and focus on core concepts and methods of a science discipline.</p> <p><u>Learning outcomes/competencies:</u></p> <ol style="list-style-type: none"> 1) Developing the student’s appreciation and understanding of the scientific method and investigative tools, and the limitations of scientific endeavors, namely what is the evidence and how was it derived? 2) Emphasizing experimental methodology, the testing of hypotheses, and the power of systematic questioning, rather than only the recall of facts. 3) Encouraging the student’s understanding of the relationships between science and other human activities 4) Developing the student’s knowledge of the influence that the acquisition of scientific knowledge has had on the development of the world’s civilizations, not only as expressed in the past but also during present times. 5) Developing the student’s ability to distinguish between opinion based upon preconceptions and opinion based upon controlled scientific experiment. 6) Developing the student’s ability to solve scientific problems in contexts other than those, which model problems and solutions. 	<p>2. Critical Thinking. Students demonstrate critical thinking when they are able to:</p> <p>2.1 Recognize and Define: Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.</p> <p>2.2 Gather and Evaluate Information: Gather information from multiple sources (verbal, written, graphic, symbolic and numerical) and evaluate information for accuracy, credibility, and usefulness.</p> <p>2.3 Reason: Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.</p> <p>2.4 Solve Problems: Use mathematical thinking, processes, and skills; scientific principles, the scientific method, and the synthesis of ideas to apply data to problem solving and decision making; then, identify the criteria used to evaluate the solution or decision and communicate the procedures used to show their appropriateness.</p> <p>2.5 Make Decisions: Formulate alternative solutions, processes, or decisions and identify potential consequences in selecting the appropriate solution, process, or decision.</p> <p>4. Respect and Responsibility. Students demonstrate respect and responsibility when they are able to:</p> <p>4.6 Impact of Human Activity: Recognize the impact of human activity (political, economic, social, technological) on local and global environments</p>
<p>Social and Behavioral Sciences. Courses designed to develop an awareness of the method of inquiry used by the social and behavioral sciences, and that stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. This category includes</p>	<p>General Education learning outcomes include:</p> <ul style="list-style-type: none"> - "a student's preparation for and acceptance of responsible participation in civil society" - "skills for lifeline learning" - "a broad comprehension of the development of knowledge, 	<p>Social Science. Courses that focus on people as members of a society. Such courses include the core concepts of human behavior, the historical perspective, methodology, and/or critical thinking, all from a theoretical point of view.</p> <p><u>Learning outcomes/competencies:</u></p> <ol style="list-style-type: none"> 1) Examine the nature and principles of individual and group behaviors. 2) Illustrate that human, social, political and economic institutions and behavior are inextricably interwoven. 	<p>1. Communication. Students demonstrate communication when they are able to:</p> <p>1.1 Read Critically: Locate, interpret and analyze various types of written texts</p> <p>4. Respect and Responsibility. Students demonstrate respect and responsibility when they are able to:</p> <p>4.1 Respond appropriately: Respond appropriately to challenging situations, developing their capacity for self-assessment, improvement, and resilience.</p> <p>4.2 Ethics: Recognize the ethical dimensions of their decisions and accept responsibility for the consequences of their actions</p>

<p>introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines.</p>	<p>practice, and interpretive approaches in . . . social sciences."</p>	<p>3) Articulate the complexity of human behavior and the variety of approaches necessary to explain it. 4) Examine the historic and contemporary ideas that have shaped our world. 5) Examine problems and issues in their contemporary as well as historical setting, including (as appropriate) both Western and non-Western contexts. 6) Develop a student's sensitivity through historical perspective, to the process and rate of social change and to the historical backgrounds or current social behavior. 7) Studying the methods of the social and behavioral sciences. 8) Developing an awareness of inquiry used by the social and behavioral sciences. 9) Stimulating critical thinking about the ways people have acted in response to their societies and by promoting appreciation of how societies and social subgroups operate. 10) Enabling students to cultivate new interests and to develop their abilities to search for answers, recognizing that there is always more to learn. 11) Developing an understanding of the cultural tradition from which they come and of other cultural traditions.</p>	<p>4.3 Conflict Resolution: Identify conflict and work towards mutual agreement, respecting the rights, work, and contributions of others. 4.4 Balance: Balance self-advocacy with the need to take direction and use constructive criticism effectively 4.5 Community Applications: Recognize the importance of applying creativity and diverse sources of knowledge to problems in local, national, and global communities 4.6 Impact of Human Activity: Recognize the impact of human activity (political, economic, social, technological) on local and global environments 4.7 Intercultural Values: Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides</p>
<p>Humanities. Courses designed to develop an awareness of the ways people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments. Such courses include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.</p>	<p>General Education learning outcomes include: - "a student's preparation for and acceptance of responsible participation in civil society" - "skills for lifeline learning" - "a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities"</p>	<p>Humanities. Courses in the Humanities area are those that focus on the cultural activities and artistic expressions of human beings. Course are presented from a subjective and objective perspective eliciting an integrity of emotional, intellectual, cognitive, and physical responses to great works of the human imagination that would include active participation in individual aesthetic and creative assignments and experiences.</p> <p>The Humanities teach an increasing awareness and appreciation of the traditional creative/artistic disciplines such as:</p> <ul style="list-style-type: none"> • Visual Art (painting, drawing, sculpture, photography, architecture as well as exterior, interior, and graphic design) • Musical Art (both instrumental and vocal - art, folk, and popular forms including Opera) • Literary Art (The Novel, Epic and Lyrical Poetry and Prose forms) • Dramatic Art (including tragedy and comedy-ancient and modern- and narrative dance and film) <p>Both Western and non-Western aspects of these disciplines will be examined and all will be examined from both a technical and aesthetic perspective. Specific classes strive to do the following.</p>	<p>1. Communication. Students demonstrate communication when they are able to: 1.1 Read Critically: Locate, interpret and analyze various types of written texts</p> <p>3. Creativity and Aesthetics. Students demonstrate creativity and aesthetic awareness when they are able to: 3.1 Develop Ideas: Develop and implement original ideas or perspectives using curiosity, imagination, and reflection. 3.2 Identify Values: Identify and evaluate aesthetic and cultural values from diverse disciplines. 3.3 Understand Artistic Expression: Analyze, synthesize, conceptualize, and/or present creative and artistic expression. 3.4 Interpret Influences: Distinguish and interpret the effects of artistic and/or philosophical influences across a range of contexts and cultural heritages. 3.5 Identify Contributions: Identify the ways that creativity and aesthetics contribute to various academic disciplines and enrich life.</p> <p>4. Respect and Responsibility. Students demonstrate respect and responsibility when they are able to: 4.2 Ethics: Recognize the ethical dimensions of their decisions and accept responsibility for the consequences of their actions.</p>

		<p>Increase awareness and understanding of:</p> <ul style="list-style-type: none"> • Philosophical thought (in shaping moral and ethical decision making) • Spiritual values (including, but not restricted to, the study of and participation in the Great Religions of the World) • Mythological lessons (and their ability to influence contemporary behavior) • Scientific discovery (as it has enabled and encouraged human achievement) • Political and Social Institutions (in examining the determinant factors of belief and action) • Foreign Languages (including the cultures and world views of those who speak these languages) <p>The pattern of course work should include:</p> <ul style="list-style-type: none"> • Employing critical thinking and stimulation to create and shape value judgments based on expanded perspectives provided by these disciplines. • Using specific investigatory techniques including the Dialogic Process: Dialog, Reflection, Action, and Change; and Hermeneutics: the search for deeper levels of meaning and understanding through dialog [the dialogic process] with text. [that with which the dialog occurs] 	<p>4.6 Impact of Human Activity: Recognize the impact of human activity (political, economic, social, technological) on local and global environments.</p> <p>4.7 Intercultural Values: Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides.</p>
<p>Language and Rationality. Courses which 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. Such courses include:</p> <p>(i) English Composition. . . . both expository and argumentative writing; disciplines such as English and ESL.</p> <p>(ii) Communication and Analytical Thinking. . . . oral communication, mathematics, quantitative reasoning such as</p>	<p>General Education learning outcomes include: - "skills for lifeline learning"</p>	<p>Language and Rationality. This area consists of three sub-areas: English Composition, Writing and Critical Thinking, and Communication and Analytical Thinking.</p> <p>1. English Composition. Courses in the area of English composition should require that students:</p> <ul style="list-style-type: none"> • Demonstrate reading comprehension for a range of college-level texts; • Write essays demonstrating college-level reasoning and organization in academic prose; • Apply basic research skills in written form. <p>2. Writing and Critical Thinking. Courses in the writing and critical thinking area should require that students:</p> <ul style="list-style-type: none"> • Analyze, synthesize and evaluate academic and cultural texts; • Write complex argumentative essays; 	<p>Communication. Students demonstrate communication when they are able to:</p> <p>1.1 Read Critically: Locate, interpret and analyze various types of written texts.</p> <p>1.2 Write Effectively: Communicate thoughts, ideas and information through effective and contextually appropriate writing.</p> <p>1.3 Communicate Orally: Communicate oral, symbolic and/or artistic messages through discussions, presentations and performances appropriate to the context and audience.</p> <p>1.4 Communicate Visually and Symbolically: Create, explain and interpret tables, graphs, charts, visual images and diagrams to explain concepts or ideas.</p>

<p>logic, statistics, computer languages and programming, and related disciplines.</p>		<ul style="list-style-type: none"> • Demonstrate critical thinking skills in class discussion and in writing; • Use appropriate research techniques to produce an acceptable research paper. <p>3. Communications and Analytical Thinking. Courses in the area of Communications and Analytical thinking are those that cover the principles of logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses, and which teach students to apply these principles. Such courses teach:</p> <ul style="list-style-type: none"> • An appreciation of the power of language through both oral and written channels; • An understanding and command of, and an appreciation for, the principles of language within a system, as language is symbolic of meaning in that system. <p>These principles are applied through the teaching of:</p> <ul style="list-style-type: none"> • logical thinking, • clear and precise expression of ideas and concepts in a variety of forms, • critical evaluation of expression in a variety of forms, • the ability to think and to communicate clearly and effectively both orally and in writing, using language and symbolic expressions appropriate to the course. 	
<p>Ethnic Studies will be offered in at least one of the areas required by subdivision (1).</p>	<p>General Education learning outcomes include:</p> <p>- "a student's preparation for and acceptance of responsible participation in civil society"</p>	<p>American Cultures. Courses satisfying the American Cultures requirement for the AA or AS degree shall meet the following criteria: 1. Study American cultures. 2. Address at least three cultural groups (chosen from African Americans, Asian-Americans, European-Americans, American Indians, Latino-Americans) in a comparative and integrative way. 3. Use the words of the identified groups themselves, to the extent possible. 4. Focus on the study of contributions of the identified groups to American culture.</p> <p><u>Such courses shall satisfy the following objectives:</u></p> <ol style="list-style-type: none"> 1. Study of the interactions of ethnic groups. 2. Positive relationships among ethnic groups are critical to American society; these courses will contribute to that end. 3. Advanced education is obliged to explore major social issues. 4. Students of all ethnic identities need to be exposed to other ethnic identities. 5. Demographic changes in our state demand an understanding of and ability to work with people of divergent backgrounds. 	<p>4. Respect and Responsibility. Students demonstrate respect and responsibility when they are able to:</p> <p>4.3 Conflict Resolution: Identify conflict and work towards mutual agreement, respecting the rights, work, and contributions of others</p> <p>4.5 Community Applications: Recognize the importance of applying creativity and diverse sources of knowledge to problems in local, national, and global communities</p> <p>4.7 Intercultural Values: Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides.</p>

