

## ACADEMIC POLICY AND PLANNING COMMITTEE REQUEST FOR AHC GENERAL EDUCATION CONSIDERATION

### **Allan Hancock College General Education Philosophy**

General education is a pattern of courses designed to develop in students a breadth of knowledge and allow students to gain a command of subject areas and methods of inquiry that characterize the liberally educated person. Through general education, students expand their understanding of the physical world and the complex interrelationships of individuals and groups within their social environments; understand the modes of inquiry of the major disciplines; deepen appreciation of their artistic and cultural heritage; become aware of other cultures and times; strengthen their ability to communicate, reason, and critically evaluate information both orally and in writing; acquire a positive attitude toward learning, and develop self-understanding. As a result, they are better able to recognize, understand, and act upon the complex personal, social, scientific, and political issues which confront them.

### **Intended Student Outcomes**

After successfully completing the general education curriculum at Allan Hancock College, students will demonstrate ability to:

- think logically and critically
- use problem solving and quantitative reasoning solving mathematical problems
- understand the role and limitations of science in society
- understand social interaction by learning how to interact with individuals and within groups with integrity and with awareness of others' opinions
- understand ethical issues and to make sound decisions and judgments
- respond to artistic and creative expression or to communicate through the visual and performing arts
- communicate effectively and analytically in writing, listening and speaking
- read and comprehend at the collegiate level
- recognize a need and then acquire, evaluate, interpret, organize, and ethically communicate information from a variety of collegiate-level resources
- develop responsibility for individual actions and respect for diverse people and cultures.

Students are permitted to use up to six (6) units to satisfy both GE and major requirements thus receiving subject credit in the major and having to select 18 or 15 units of general education from the five GE categories.

### **Guiding Principles for General Education Courses**

**Level:** The course level is beyond the minimal public high school level subject matter requirements in our service district.

**Scope:** The course exposes the student to a wide range of principles, perspectives, and knowledge of the discipline. "Discipline" defined as the major headings listed in the "Course of Study" section of the college catalog.

**Integrity:** The course is a whole unto itself and not primarily part of a sequence of courses. A student does not need courses that precede or follow this one to gain a general education experience.

**Generality:** The course provides a generalizing, rather than specializing experience within the subject matter of the discipline and seeks to provide broad connections to related areas of knowledge within and without the discipline.

**Critical Thinking:** The course prepares students to make comparative and critical evaluations of the principles, perspectives, and knowledge within the discipline.

**Continuing Study:** The course provides a broad base of knowledge or technique from which the student can continue learning in the discipline.

**Cultural Diversity:** The course demonstrates sensitivity to cultural diversity, and includes: a. exposure of students to a diversity of cultural perspectives and examples where they relate to the subject matter; b. utilization of resource materials, which draw upon and portray cultural diversity when appropriate to course content.

## ALLAN HANCOCK COLLEGE GENERAL EDUCATION WORKSHEET

Courses proposed for Allan Hancock College General Education must first meet all of the following criteria to be approved for consideration for category definition review.

CRITERIA	INSTRUCTIONAL OBJECTIVE NUMBER	OTHER EVIDENCE IN THE OUTLINE
<b><u>Level:</u></b> The course level is beyond the minimal public high school level subject matter requirements in our service district.		
<b><u>Scope:</u></b> The course exposes the student to a wide range of principles, perspectives, and knowledge of the discipline. "Discipline" defined as the major headings listed in the "Course of Study" section of the college catalog.		
<b><u>Integrity:</u></b> The course is a whole unto itself and not primarily part of a sequence of courses. A student does not need courses that precede or follow this one to gain a general education experience.		
<b><u>Generality:</u></b> The course provides a generalizing, rather than specializing experience within the subject matter of the discipline and seeks to provide broad connections to related areas of knowledge within and without the discipline.		
<b><u>Critical Thinking:</u></b> The course prepares students to make comparative and critical evaluations of the principles, perspectives, and knowledge within the discipline.		
<b><u>Continuing Study:</u></b> The course provides a broad base of knowledge or technique from which the student can continue learning in the discipline.		
<b><u>Cultural Diversity:</u></b> The course demonstrates sensitivity to cultural diversity, and includes: a. exposure of students to a diversity of cultural perspectives and examples where they relate to the subject matter, b. utilization of resource materials, which draw upon and portray cultural diversity when appropriate to course content.		

**ALLAN HANCOCK COLLEGE GENERAL EDUCATION CATEGORY DEFINITIONS  
WORKSHEET**

For the category being proposed indicate which course outline of record objective addresses each component of the general education category definition. If the component is not addresses in the course outline of record objectives, indicate where in the course outline of record the general education category definition is addressed.

<b>Category 1 Natural Sciences (3 units)</b>		
Courses approved for this area must impart knowledge of the facts and principles that form the foundations of living and non-living systems. Courses must emphasize experimental methodology, the testing of hypothesis, the power of systematic questioning, and the influence of the scientific method on the world's civilizations.		
Students completing courses in this category will demonstrate an ability to		
1. understand and build upon complex issues and discover the connections and correlations among ideas to advance toward a valid independent conclusion.		
2. identify and analyze real or potential problems and develop, evaluate, and test possible solutions and hypotheses using the scientific method where appropriate.		
3. formulate ideas and concepts in addition to using those of others.		
4. use college-level mathematical concepts and methods, where appropriate, to understand, analyze, and explain issues in quantitative terms.		
5. apply their knowledge and skills to new and varied situations.		

**Category 2 Human Institutions (6 units)**

**A. Social Science (3 units)**

Courses approved for this area must deal with human behavior in relation to human social, political and economic institutions. The courses will ensure opportunities for students to develop understanding of the perspectives and methods of the disciplines. Problems and issues in these disciplines should be examined in their contemporary, historical, and geographical settings.

Students completing courses in category 2A will demonstrate an ability to:

1. understand and build upon complex issues and discover the connections and correlations among ideas to advance toward a valid independent conclusion.		
2. identify and analyze real or potential problems and develop, evaluate, and test possible solutions and hypotheses using the scientific method where appropriate.		
3. find and evaluate information by selection and using appropriate research methods and tools.		
4. develop individual responsibility, personal integrity, and respect for diverse people and culture.		
5. understand ethical issues that will enhance their capacity for making sound judgments and decisions.		

**B. American History/Government (3 units)**

Students completing courses in category **2B** will demonstrate an ability to meet outcomes 1-5 above **and** take personal responsibility for being informed, ethical and active citizens of their community, their nation, and their world.

**Category 3 Humanities (3 units)**

Courses in this category must encourage students to analyze and appreciate western and non-western works of philosophical, historical, literary, aesthetic and cultural importance. Students will be encouraged to develop an independent and critical aesthetic perspective.

Students completing courses in this category will demonstrate an ability to:

1. communicate effectively in many different situations involving diverse people and viewpoints.		
2. understand and build upon complex issues and discover the connections and correlations among ideas to advance toward a valid independent conclusion.		
3. apply their knowledge and skills to new and varied situations.		
4. find and evaluate information by selecting and using appropriate research methods and tools.		
5. produce or respond to artistic and creative expression.		

**Category 4 Language and Rationality (6 units)**

**4A.** Courses approved for this category must be composition courses that emphasize active student participation in writing and speaking assignments, including accurate reporting and evaluation of information, as well as advocating points of view in a logical, well-organized, and clear manner.

Students completing courses in category **4A** will demonstrate an ability to:

1. communicate effectively in many different situations, involving diverse people and viewpoints.		
2. listen actively and analyze the substance of others' comments.		
3. read effectively and analytically.		
4. find and evaluate information by selecting and using appropriate research methods and tools.		

**4B:** Courses approved for this category must develop the use of logical thought, clear and precise expression, and require critical evaluation of communication in whatever symbol system the student uses.

**For mathematical concepts** and quantitative reasoning, courses must not merely require computational skills, but should encourage the understanding of basic mathematical concepts. Courses may not restrict topics to one discipline. Statistics courses should emphasize the mathematical basis of statistical tests, probability, applications, abuses, and the analysis and criticism of statistical arguments in public disclosure.

Students completing courses in category **4B** will demonstrate an ability to:

1. think logically and critically in solving problems; explaining conclusions; and evaluating, supporting, or critiquing the thinking of others.		
2. identify and analyze real or potential problems and develop, evaluate, and test possible solutions and hypotheses.		
3. communicate in an understandable and organized fashion to explain their ideas, express their feelings, or support conclusions.		

**Category 5 Living Skills (3 units)**

Courses approved in this category prepare students to understand themselves as physical, social, and psychological beings and include an emphasis on self-development throughout life's stages.

Students completing courses in this category will demonstrate an ability to:

1. exhibit habits of intellectual exploration, personal responsibility and well being.		
2. work with diverse people including those with different cultural and linguistic backgrounds and different physical abilities.		
3. interact with individuals and within groups with integrity and awareness of others' opinions, feelings and values.		
4. participate effectively in teams to make decisions and seek consensus.		