

## BC GENERAL EDUCATION PATTERN

| Category Title   | Category Definition   | Student Learning Outcomes   | Criteria/Checklist<br>The General Education committee will use the listing in this column and the SLOs as a guide when evaluating a course for General Education approval.  |
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| <p><b>A. Communication in the English Language and Critical Thinking</b></p> <p>(6 units)</p> <p>Previous category<br/>1=A1<br/>2=A2</p> | <p>Courses in language &amp; rationality are those which develop for the student the principles &amp; applications of language toward logical thought, clear &amp; precise expression, &amp; critical evaluation of communication.</p> <p>Take 3 units in A.1 &amp; 3 units in A.2.</p> | <p><b>A. 1. Oral Communication</b></p> <ol style="list-style-type: none"> <li>1. Form and present informative persuasive messages.</li> <li>2. Demonstrate competence in both active and empathic listening.</li> <li>3. Present oral messages to appropriate audiences and adhere to conventions of message delivery.</li> <li>4. Manage personal communication apprehension and anxiety.</li> </ol> <p><b>A.2 Written Communication</b></p> <ol style="list-style-type: none"> <li>1. Identify the controlling idea and the main points of college-level expository &amp; argumentative essays.</li> <li>2. Evaluate expository &amp; argumentative essays through the application of critical thinking techniques.</li> <li>3. Write logical &amp; coherent expository &amp; argumentative essays, summaries &amp; paraphrases using correctly the standard conventions of written English.</li> </ol> | <p><b>A.1 Oral Communication</b></p> <ol style="list-style-type: none"> <li>1. Analysis of oral communication focuses on the rhetorical perspective, including reasoning and advocacy, organization and accuracy, style and structure of oral expression.</li> <li>2. Students receive evaluation and instruction in effective listening techniques as well as the discovery and selection, critical evaluation, and oral report of specific content.</li> <li>3. Assignments emphasize both theoretical and practical aspects of public speaking or group discussion, involving each student in a minimum of 3 in-class presentations, totaling 22 minutes or more. Presentations must be followed by classroom feedback explaining the speaker's performance in relation to applicable theories of oral communication.</li> <li>4. Includes evidence of critical thinking.</li> </ol> <p><b>A.2 Written Communication</b></p> <ol style="list-style-type: none"> <li>1. Analysis of written communication focuses on the rhetorical perspective, including reasoning and advocacy, organization and accuracy, style and structure of written expression.</li> <li>2. Students receive evaluation and instruction in effective reading techniques as well as the discovery and selection, critical evaluation, and written report of specific content.</li> <li>3. Offers instruction in the composition of expository essays, including:             <ul style="list-style-type: none"> <li>• the fundamentals of usage;</li> <li>• sentence structure, and</li> <li>• essay structure.</li> </ul> </li> <li>4. Develops by suitable exercises and essay assignments, a general skill, applicable to any subject matter.</li> <li>5. Includes evidence of critical thinking.</li> </ol> |

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|  | NOT a Bakersfield College General Education category.  | <p><b>A.3 Critical Thinking</b> (Critical thinking is the rational &amp; reflective process of making &amp; supporting judgments).</p> <ol style="list-style-type: none"> <li>1. Make judgments that skillfully interpret information and phenomena.</li> <li>2. Skillfully support judgments.</li> <li>3. Identify &amp; skillfully explore assumptions, implications, and alternatives to judgments.</li> <li>4. Identify &amp; differentiate statements of opinion, matters of fact, and arguments.</li> <li>5. Analyze arguments into supporting judgments and supported judgments.</li> <li>6. Skillfully evaluate judgments.</li> <li>7. Skillfully evaluate the support for judgments.</li> </ol> | <p><b>A.3 Critical Thinking</b></p> <p>Instruction in critical thinking courses should:</p> <ol style="list-style-type: none"> <li>1. Include consideration of common fallacies,</li> <li>2. lead to the ability to distinguish matters of fact from issues of judgment or opinion,</li> <li>3. be designed to achieve an understanding of the relationship of language to logic,</li> <li>4. lead to the ability to analyze ideas,</li> <li>5. lead to the ability to criticize ideas,</li> <li>6. lead to the ability to advocate ideas,</li> <li>7. lead to the ability to reason inductively,</li> <li>8. lead to the ability to reason deductively,</li> <li>9. lead to the ability to form unambiguous statements of knowledge or belief,</li> <li>10. lead to the ability to infer factual or judgmental conclusions which are based on unambiguous statements of knowledge and belief</li> </ol>  |
| <p><b>B. Physical Universe and Life Forms</b><br/>(6 units)</p> <p>Previous category<br/>5=B1<br/>7=B2</p> | <p>Courses in the natural sciences are those that examine the physical universe, its life forms, and its natural phenomena. Further, courses in the natural sciences help the student develop an appreciation and understanding of the scientific method. Courses in the natural sciences, math and logic help</p> | <p><b>B.1 Natural Sciences</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate a knowledge of natural phenomena and recognize the processes that explain them.</li> <li>2. Demonstrate a knowledge of scientific methodologies when solving a problem.</li> </ol> <p><b>B.2. Mathematics and Logic (Analytical Thinking)</b></p>   | <p><b>B.1 Natural Sciences</b></p> <ol style="list-style-type: none"> <li>1. Is an introductory course or broad in scope or survey in nature.</li> <li>2. Emphasizes general principles and concepts having a broad range of application and is not restricted to specialized topics.</li> <li>3. Develops an understanding of the principles underlying and interrelating natural phenomena.</li> <li>4. Introduces students to one or more of the disciplines whose primary purpose is to acquire knowledge of natural systems (physical or biological) rather than merely to apply existing knowledge.</li> <li>5. Develops an ability to describe the methodologies of science, the requisite features of scientific endeavors.</li> <li>6. Applies quantitative reasoning and logical concepts in solving problems or analyzing arguments.</li> <li>7. Includes evidence of critical thinking.</li> </ol> <p><b>B. 2 Mathematics and Logic (Analytical Thinking)</b></p> <ol style="list-style-type: none"> <li>1. Is an introductory course or broad in scope or survey in</li> </ol> |

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|  | <p>students apply logical, qualitative and quantitative reasoning in solving problems or analyzing arguments.</p> <p>Take 3 units in B.1 and 3 units in B.2</p>   | <p>1. Apply formal systems of reasoning in solving problems or analyzing arguments.</p>   | <p>nature.</p> <p>2. Emphasizes general principles and concepts having a broad range of application and is not restricted to specialized topics.</p> <p>3. Introduces students to one or more of the disciplines whose primary purpose is to acquire knowledge of artificial logical systems (mathematical or logical) rather than merely to apply existing knowledge.</p> <p>4. Applies formal systems of reasoning in solving problems or analyzing arguments.</p> <p>5. Includes evidence of critical thinking.</p>  |
| <p><b>C. Arts, Literature, Philosophy and Foreign Language</b><br/>(3 units)</p> <p>Previous category 6=C1</p> | <p>Courses in the Arts, Literature, Philosophy and Foreign Language are those which study the cultural activities and artistic expressions of human beings. The courses will help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them.</p> <p>Art and language study may consist of historical or stylistic survey courses, courses involving speaking (signing) and understanding a language, hands-on creation or re-</p> | <p><b>C. 1 Introduction to the Arts</b></p> <p>1. Demonstrate an understanding of and an ability to describe the ways in which arts, literature, philosophy or foreign languages reflect historical, intellectual, and cultural contexts, as well as aesthetic tastes.</p> <p>2. Demonstrate the ability to recognize, describe and/or produce various components of an art form or language either visually and/or auditorily.</p> | <p><b>C. 1 Introduction to the Arts</b></p> <p>1. Is an introductory course or broad in scope or survey in nature.</p> <p>2. Develops a comprehensive understanding and appreciation of the heritage being studied and transmits a knowledge of cultural heritage in the arts.</p> <p>3. Develops a comprehensive understanding and appreciation of the art form or language being studied and/or the skills necessary to produce it.</p> <p>4. Introduces the process inherent in the production of an art form or language in order</p> <ul style="list-style-type: none"> <li>a) develop the ability to recognize specific artistic or language elements when employed by an artist or speaker.</li> <li>b) develop the ability to use specific artistic or language elements in the creation or performance of a work of art or use of a language.</li> <li>c) study the principles on which aesthetic judgments are made.</li> </ul> <p>5. Introduces the history or analysis of the art in order to</p> <ul style="list-style-type: none"> <li>a) develop the ability to recognize specific artistic or language elements when employed by an artist or speaker.</li> <li>b) develop the ability to use specific artistic or language elements in the creation or performance of a work of art or use of a language.</li> <li>c) study the principles on which aesthetic judgments are made.</li> </ul> <p>6. Develops an understanding of the diversity of human</p> |

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|  | <p>creation of examples of visual or performing arts, and/or courses which develop specific skills necessary for engaging in visual or performing arts.</p> <p>Take 3 units in C.1 or C.2</p>  | <p><b>C.2 Introduction to the Humanities</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of and an ability to describe the ways in which arts, literature, philosophy or foreign languages reflect historical, intellectual, and cultural contexts, as well as aesthetic tastes.</li> </ol>   | <p>expression.<br/>Includes evidence of critical thinking.</p> <p><b>OR</b></p> <p><b>C.2 Introduction to the Humanities</b></p> <ol style="list-style-type: none"> <li>1. Is an introductory course or broad in scope or survey in nature.</li> <li>2. Develops a comprehensive understanding of and an ability to describe the heritage being studied and transmits a knowledge of the cultural heritage in the humanities.</li> <li>3. Focuses on ideas and values of a particular heritage being studied as expressed in their literature, philosophies or religions.</li> <li>4. Develops an understanding of the diversity of human expression.</li> <li>5. Includes evidence of critical thinking.</li> </ol>  |
| <p><b>D. Social, Political, Legal, and Economic Institution and Behavior; Historical Background</b></p> <p>(9 units for AA; 6 units for AS)</p> <p>Previous category<br/>3=D1<br/>4=D1</p> | <p>Courses in the social and behavioral sciences are those which focus on people as individuals and as members of society. The courses will help the student develop an understanding of the methods of inquiry used by the social and behavioral sciences.</p> <p>For an AA Degree, take 3 units from D.1, and 3 units from D.2 and 3 units from D.3.</p> | <p><b>D.1 Foundations in the Behavioral Sciences</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of the perspectives, theories, methods and core concepts of the behavioral sciences.</li> <li>2. Explain the major problems and issues in the disciplines in their contemporary, historical and geographical contexts.</li> <li>3. Demonstrate an understanding of and an ability to describe the contributions and perspectives of women, ethnic and other minorities, and Western and non-Western peoples.</li> </ol> <p><b>D.2 Foundations in the Social Sciences</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of the perspectives, theories, methods and core concepts of the social sciences.</li> <li>2. Explain the major problems and issues in</li> </ol> | <p><b>D.1 Foundations in the Behavioral Sciences</b></p> <ol style="list-style-type: none"> <li>1. Is an introductory course or broad in scope and survey in nature.</li> <li>2. Emphasizes general principles and concepts having a broad range of applications and is not restricted to specialized topics.</li> <li>3. Develops understanding of the particular principles, theories, methodologies and findings of a behavioral science discipline.</li> <li>4. Focuses on the broader context of the human community and/or human behavior rather than on a particular institution, social process, individual dynamic or segment of the population.</li> <li>5. Develops understanding of and an ability to describe the differences and similarities between peoples and cultures.</li> <li>6. Includes evidence of critical thinking.</li> </ol> <p><b>D.2 Foundations in the Social Sciences</b></p> <ol style="list-style-type: none"> <li>1. Is an introductory course or broad in scope and survey in nature.</li> <li>2. Emphasizes general principles and concepts having a broad range of applications and is not</li> </ol> |

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|  | <p>For the AS Degree, take 3 units from D.1 and 3 units from D.3.</p>  | <p>the disciplines in their contemporary, historical and geographical contexts.</p> <ol style="list-style-type: none"> <li>3. Demonstrate an understanding of and an ability to describe the contributions and perspectives of women, ethnic and other minorities, and Western and non-Western peoples.</li> </ol> <p><b>D.3 American (U.S.) Institutions</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of the perspectives, theories, methods and core concepts of the social sciences.</li> <li>2. Explain the major problems and issues in the disciplines in their contemporary, historical and geographical contexts.</li> <li>3. Demonstrate an understanding of and an ability to describe the contributions and perspectives of women, ethnic and other minorities, and Western and non-Western peoples.</li> </ol> | <p>restricted to specialized topics.</p> <ol style="list-style-type: none"> <li>3. Develops understanding of the particular principles, theories, methodologies and findings of a social science discipline.</li> <li>4. Focuses on the broader context of the human community and/or human behavior rather than on a particular institution, social process, individual dynamic or segment of the population.</li> <li>5. Develops understanding of and an ability to describe the differences and similarities between peoples and cultures.</li> <li>6. Includes evidence of critical thinking.</li> </ol> <p><b>D.3 American (U.S.) Institutions</b></p> <ol style="list-style-type: none"> <li>1. Is an introductory course or broad in scope and survey in nature.</li> <li>2. Covers a historical period that includes study of the U.S. Constitution and federal government or the study of California's state and local government.</li> <li>3. develops an understanding of and an ability to describe the differences and similarities between people and cultures in the United States.</li> <li>4. Emphasizes the distinguishing characteristics of the culture(s) studied.</li> <li>5. Partially fulfills the California State University's American Institutions requirement.</li> <li>6. Includes evidence of critical thinking.</li> </ol> |
| <p><b>E Lifelong Understanding and Self-Development</b><br/>(4 units)</p> <p>Previous category<br/>8=E.1<br/>9=E.2</p> | <p>Courses in this area will prepare students for lifelong integrated physiological and psychological development.</p> <p><b>3 units from E.1</b><br/><b>1 unit from E.2</b></p> | <p><b>E.1 Lifelong Understanding and Self-Development</b></p> <ol style="list-style-type: none"> <li>1. Critically examine the development of the individual as an integrated physiological, psychological, spiritual, and social being.</li> <li>2. Identify, describe and explain the interactions of the internal and external influences and effects in human development and behavior over the course of the human life span.</li> </ol>  | <p><b>E.1 Lifelong Understanding and Self-Development</b></p> <ol style="list-style-type: none"> <li>1. Is an introductory course or broad in scope or survey in nature.</li> <li>2. Critically examine their own individual behavior in relationship to topics such as social and natural environment, human sexuality, nutrition, health, spirituality, family, aging and death.</li> <li>3. Examine and create ways, through the acquisition of a recreation, avocation or artistic skill, that will enhance their own life long understanding of their development as an integrated physiological, psychological, and social being.</li> <li>4. Includes a study of how internal and external influences interact in human development and behavior within the</li> </ol>   |

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|  |  | <p><b>E.2 Physical Education</b></p> <ol style="list-style-type: none"> <li>Using learned methods of Physical Activity, an individual will be able to create avenues, throughout their lifetime, to maintain and improve their fitness levels and to realize the connection of this improved fitness to other dimensions (i.e. psychological, spiritual, and social) of their overall wellness</li> </ol> | <p>context of the human life span.<br/>Includes evidence of critical thinking.</p> <p><b>E.2 Physical Education</b></p> <ol style="list-style-type: none"> <li>Physical activity courses (except for special-topics or directed studies courses) are acceptable in Area E.2.</li> </ol> |
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