

# BC General Education Pattern Guiding Notes

BC Curriculum  
Committee 2024-2025

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The checklists below *represent the criteria* that are used by the General Education (GE) Review Team to determine whether or not a course meets the *requirements criteria* for approval within a particular area. The Curriculum Chairs recommend that authors use these same criteria as a guide while developing courses that seek GE approval. *All courses are introductory courses that are broad in scope or survey in nature and include evidence of critical thinking.*

## Area 1 (6 units) *Previously Category A*

Courses in language & rationality are those which develop for the student the principles & applications of language toward logical thought, clear & precise expression, & critical evaluation of communication.

### 1.A English Communication (3 units)

Student Learning Outcomes	Criteria/Checklist
1. Identify and assess the controlling idea and the main points of college-level expository & argumentative essays.	1. Analysis of written communication focuses on the rhetorical perspective, including reasoning and advocacy, organization and accuracy, style and structure of written expression.
2. Evaluate expository & argumentative essays through the application of critical thinking techniques.	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.
3. Compose logical & coherent expository & argumentative essays, summaries & paraphrases using correctly the standard conventions of written English.	3. Offers instruction in the composition of expository essays, including the fundamentals of usage, sentence structure, and essay structure.
	4. Develops by suitable exercises and essay assignments, a general skill, applicable to any subject matter.
	5. Evaluates sources with respect to their relevance, reliability, and appropriateness to the rhetorical context.
	6. <del>Includes evidence of critical thinking.</del>

## 1.B Oral Communication or Critical Thinking (3 units)

Student Learning Outcomes	Criteria/Checklist
<b>Oral Communication</b>	<b>Oral Communication</b>
1. Form and present informative persuasive messages.	1. Analysis of oral communication focuses on the rhetorical perspective, including reasoning and advocacy, organization and accuracy, style and structure of oral expression.
2. Demonstrate competence in both active and empathic listening.	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.
3. Form and present oral messages to appropriate audiences and adhere to conventions of message delivery.	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.
4. Manage personal communication apprehension and anxiety.	4. <del>Applying</del> <b>Applies</b> rhetorical principles to analyze historical and contemporary public discourse.
	5. <del>Includes evidence of critical thinking.</del>
<b>OR</b>	
<b>Critical Thinking</b> (Critical thinking is the rational & reflective process of making & supporting judgments).	<b>Critical Thinking</b> (Critical thinking is the rational & reflective process of making & supporting judgments).
1. Make judgments that interpret information and phenomena.	1. <b>Assesses</b> common logical errors or fallacies.
2. Support judgments.	2. <b>Distinguishes</b> matters of fact from issues of judgment or opinion.
3. Identify and explore assumptions, implications, and alternatives to judgments.	3. <b>Reflects</b> critically on one's own thought processes.
4. Identify and differentiate statements of opinion, matters of fact, and arguments.	4. <b>Analyzes</b> , criticizes, and generate complex ideas.
5. Analyze arguments and differentiate between supporting judgments and supported judgments.	5. <b>Displays evidence of inductive and deductive reasoning.</b> <del>Reason inductively and deductively.</del>
6. Evaluate judgments.	6. <b>Distinguishes</b> knowledge from belief and fact from judgment.
7. Evaluate the support for judgments.	7. 8. <del>Identify</del> <b>Identifies</b> the assumptions upon which particular conclusions depend.
	9. <b>Evaluates</b> sources with respect to their relevance, reliability, and appropriateness to the rhetorical context.

## Area 2 (3 units) *Previously Category B.2*

Courses in math and quantitative reasoning help students apply logical, qualitative, and quantitative reasoning in solving problems.

### Mathematics or Quantitative Reasoning

Student Learning Outcomes	Criteria/Checklist
1. Apply formal systems of reasoning in solving problems.	<del>1. Is an introductory course or broad in scope or survey in nature.</del>
	2. Emphasizes general principles and concepts having a broad range of application.
	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 to merely apply existing knowledge.
	4. Applies formal systems of reasoning in solving problems or analyzing arguments.
	5. Includes evidence of critical thinking.
	6. Primary purpose and content focused on mathematics and quantitative reasoning.

### Area 3 (3 units) *Previously Category C*

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. 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-creation of examples of visual or performing arts, and/or courses which develop specific skills necessary for engaging in visual or performing arts.

#### Arts

Student Learning Outcomes	Criteria/Checklist
1. Examine how arts, literature, philosophy or foreign languages reflect historical, intellectual, and cultural contexts, as well as aesthetic tastes.	<del>1. Is an introductory course or broad in scope or survey in nature.</del>
2. Recognize, describe and apply various components of an art form or language either visually and/or auditorily.	2. Develops an awareness of the cultural heritage of the art form or language being studied.
	3. Develops an appreciation of the art form or language being studied and/or the skills necessary to produce it.
	4. Introduces the history, analysis, and/or process inherent in the production of an art form or language in order to a) develop the ability to recognize specific artistic or language elements when employed by an artist or speaker 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. c) study the principles on which aesthetic judgments are made.
	5. Examines the diversity of human expression.
	<del>6. Includes evidence of critical thinking.</del>

## Humanities

Student Learning Outcomes	Criteria/Checklist
1. Examine how arts, literature, philosophy or foreign languages reflect historical, intellectual, and cultural contexts, as well as aesthetic tastes.	<del>1. Is an introductory course or broad in scope or survey in nature.</del>
	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.
	3. Focuses on ideas and values of a particular heritage being studied as expressed in their literature, philosophies or religions.

## Area 4 (3 units) *Previously Category D.1 and D.2*

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.

## Social Science

Student Learning Outcomes	Criteria/Checklist
1. Compare and contrast the perspectives, theories, methods and core concepts of the social sciences.	<del>1. Is an introductory course or broad in scope and survey in nature.</del>
2. Investigate the major problems and issues in the disciplines in their contemporary, historical and geographical contexts.	2. Emphasizes general principles and concepts having a broad range of applications and is not restricted to specialized topics.
3. Evaluate the contributions and perspectives of women, ethnic and other minorities, and Western and non-Western peoples	3. Develops understanding of the particular principles, theories, methodologies and findings of a social science discipline.
	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.
	5. Develops understanding of and an ability to describe the differences and similarities between peoples and cultures.
	<del>6. Includes evidence of critical thinking.</del>



## Behavioral Science

Student Learning Outcomes	Criteria/Checklist
1. Compare and contrast the perspectives, theories, methods and core concepts of the social sciences.	<del>1. Is an introductory course or broad in scope and survey in nature.</del>
1. Investigate the major problems and issues in the disciplines in their contemporary, historical and geographical contexts.	2. Emphasizes general principles and concepts having a broad range of applications and is not restricted to specialized topics.
3. Evaluate the contributions and perspectives of women, ethnic and other minorities, and Western and non-Western peoples	3. Develops understanding of the particular principles, theories, methodologies and findings of a behavioral science discipline.
	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.
	5. Develops understanding of and an ability to describe the differences and similarities between peoples and cultures.
	<del>6. Includes evidence of critical thinking.</del>

## Area 5 (3 units) *Previously Category B.1*

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 help students apply logical, qualitative, and quantitative reasoning in solving problems.

## Natural Science

Student Learning Outcomes	Criteria/Checklist
1. Examine natural phenomena and the processes that explain them.	<del>1. Is an introductory course or broad in scope or survey in nature.</del>
2. Apply scientific methodologies when solving a problem.	2. Emphasizes general principles and concepts having a broad range of application and is not restricted to specialized topics.
	3. Develops an understanding of the principles underlying and interrelating natural phenomena.
	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.

	5. Develops an ability to describe the methodologies of science, the requisite features of scientific endeavors.
	6. Applies quantitative reasoning and logical concepts in solving problems or analyzing arguments.
	7. <del>Includes evidence of critical thinking.</del>

## Area 6 (3 units)

Ethnic Studies promotes awareness of and sensitivity to diverse beliefs and practices in contemporary society. Bakersfield College requires students to take courses that are inclusive of multicultural perspectives found in American society. This requirement may be satisfied through studying the distinctive cultures of the United States, including but not limited to ethnicity, gender, class, political systems, religions, or human geography in any one or more of the following: Native Americans, African Americans, Asian Americans, and Latina/o Americans.

## Ethnic Studies

Student Learning Outcomes	Criteria/Checklist
<p>1. Analyze and articulate concepts such as race, culture, and ethnicity from integrative and comparative viewpoints as they relate to the larger context of American history, society, and culture through the study of, but not limited to African Americans, Native Americans, Asian Americans, Chicano/a, Latina/o Americans, and European Americans.</p> <p>Analyze and articulate concepts such as race, culture, and ethnicity from integrative and comparative viewpoints as they relate to the larger context of American history, society, and culture.</p>	<p>1. Focuses on themes that address the theoretical or analytical issues relevant to race, culture, and ethnicity.</p>
<p>2. Apply theory and knowledge produced by ethnic communities in American society to examine 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.</p> <p>Examine the events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of ethnic communities in American society with a particular emphasis on agency and group-affirmation.</p>	<p>2. Leads to an understanding of ethnic groups and cultures in American society, emphasizing agency and group-affirmation.</p>
<p>3. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin,</p>	<p>3. Analyze the contributions and perspectives related to class, gender, sexuality, religion, spirituality, national origin,</p>

<p>immigration status, ability, tribal citizenship, sovereignty, language and/or age in ethnic groups in American society, including but not limited to the Native American, African American, Asian American, Chicano/a, and/or Latina/o American communities.</p> <p>Analyze the contributions and perspectives related to race, class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age as they exist within various ethnic communities.</p>	<p>immigration status, ability, tribal citizenship, sovereignty, language, and/or age as they exist within various ethnic communities. (moved to SLO)</p> <p>Demonstrates a range of contributions and perspectives related to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age as they exist within various ethnic communities.</p>
<p>4. Explain and critically review how struggle, resistance, racial and social justice, solidarity and liberation, as experienced, enacted and studied by ethnic groups in American society, including but not limited to the Native American, African American, Asian American, Chicano/a, and/or Latina/o American communities, are relevant to current and structural issues.</p> <p>Explain and evaluate how the lived experiences and struggles of various ethnic groups are relevant to current American societal issues.</p>	<p>4. Apply theory to examine critical events in the histories, cultures, and intellectual traditions of various ethnic groups, with special focus on lived experiences and social struggles.</p> <p>Examines events in the histories, cultures, and intellectual traditions of various ethnic groups in America, with special focus on lived experiences and societal issues.</p>
	<p>5. <del>Should</del> Includes an exploration through the study of, but not limited to African Americans, Native Americans, Asian Americans, Chicano/a, Latina/o Americans, and European Americans from integrative and comparative viewpoints as they relate to the larger context of American history, society, and culture.</p>

## Area 7 (4 units) *Previously Category E*

Courses in this area will prepare students for lifelong integrated physiological and psychological development.

### 7.A Lifelong Learning and Understanding (3 units)

Student Learning Outcomes	Criteria/Checklist
1. Critically examine the development of the individual as an integrated physiological, psychological, spiritual, and social being.	1. <del>Is an introductory course or broad in scope or survey in nature.</del>
2. Critically examine the interactions of the internal and external influences and effects in human development and behavior over the course of the human life span.	2. <b>Students</b> 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.
	3. <b>Students</b> 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.
	4. Includes a study of how internal and external influences interact in human development and behavior within the context of the human life span. Includes evidence of critical thinking.

### 7.B Kinesiology movement-based course (1 unit)

Student Learning Outcomes	Criteria/Checklist
1. 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	1. Physical activity courses (except for special-topics or directed studies courses) are acceptable in Area E.2.

**Area 8 (3 units) *Previously Category D.3***

Courses in this area develop an awareness of the unique history, structure, and institutions of our nation, which is essential for productive and successful citizenship.

**American Institutions**

<b>Student Learning Outcomes</b>	<b>Criteria/Checklist</b>
1. Distinguish the formal and informal structures and processes that comprise the social system, government and economy of the United States	<del>1. Is an introductory course or broad in scope and survey in nature.</del>
2. Assess the significant and influential ideas and philosophies that inform the social, cultural and governmental institutions of the United States	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.
	3. Develops an understanding of and an ability to describe the differences and similarities between people and cultures in the United States.
	<del>4. Includes evidence of critical thinking.</del>