BC GENERAL EDUCATION PATTERN GUIDING NOTES

BC Curriculum Committee

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BC General Education Pattern Guiding Notes

BC Curriculum Committee 2024-2025

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 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. The General Education Student Learning Outcomes (GELOs) do not need to be listed verbatim in a COR but should be evident throughout the course with examples in sections such as the course description, course learning outcomes, objectives, and course/lab content. Area 1 (6 units) Previo

Area 1 (6 units) *Previously Category A*

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

1.A English Communication (3 units)

Student Learning Outcomes	Criteria/Checklist
At the conclusion of a course within this area, the student will be able to….	1. Analysis of written communication focuses on the rhetorical perspective, including reasoning and advocacy, organization and accuracy, style and structure of written expression.
1. Identify the controlling idea and the main points of college-level expository and argumentative essays.	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.
2. Evaluate expository and argumentative essays through the application of critical thinking techniques.	3. Offers instruction in the composition of expository essays, including the fundamentals of usage, sentence structure, and essay structure.
3. Write logical and coherent expository and argumentative essays, summaries and paraphrases using correctly the standard conventions of written English.	4. Develops, by suitable exercises and essay assignments, writing skills, applicable to any subject matter.
	5. Students evaluate sources with respect to their relevance, reliability, and appropriateness to the rhetorical context.

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

Student Learning Outcomes	Criteria/Checklist
Oral Communication	**Oral Communication**
At the conclusion of a course within this area, the student will be able to….	1. Analysis of oral communication focuses on the rhetorical perspective, including reasoning and advocacy, organization and accuracy, style and structure of oral expression.
1. Form and present informative persuasive messages.	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.
2. Demonstrate competence in both active and empathic listening.	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.
3. Form and present oral messages to appropriate audiences and adhere to conventions of message delivery.	4. Applies rhetorical principles to analyze historical and contemporary public discourse.
4. Manage personal communication apprehension and anxiety.	
OR	
Critical Thinking (Critical thinking is the rational and reflective process of making and supporting judgments).	**Critical Thinking** (Critical thinking is the rational and reflective process of making and supporting judgments).
At the conclusion of a course within this area, the student will be able to….	Courses in this area require students to:
1. Make judgments that interpret information and phenomena.	1. Assess common logical errors or fallacies.
2. Support judgments.	2. Distinguish matters of fact from issues of judgment or opinion.
3. Identify and explore assumptions, implications, and alternatives to judgments.	3. Reflect critically on one's own thought processes.
4. Identify and differentiate statements of opinion, matters of fact, and arguments.	4. Analyze, criticize, and generate complex ideas.
5. Analyze arguments and differentiate between supporting judgments and supported judgments.	5. Reason inductively and deductively.
6. Evaluate judgments.	6. Distinguish knowledge from belief.
7. Evaluate the support for judgments.	7. Identify the assumptions upon which particular conclusions depend.
	8. Evaluate 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**
At the conclusion of a course within this area, the student will be able to….	1. Emphasizes general principles and concepts having a broad range of application.
1. Apply formal systems of reasoning in solving problems.	2. 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.
	3. Applies formal systems of reasoning in solving problems or analyzing arguments.
	4. Includes evidence of critical thinking.
	5. 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**
At the conclusion of a course within this area, the student will be able to….	1. Develops an awareness of the cultural heritage of the art form or language being studied.
1. Examine how arts, literature, philosophy or foreign languages reflect historical, intellectual, and cultural contexts, as well as aesthetic tastes.	2. Develops an appreciation of the art form or language being studied and/or the skills necessary to produce it.
2. Recognize, describe and apply various components of an art form or language either visually and/or auditorily.	3. 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.
	4. Examines the diversity of human expression.

Humanities

Student Learning Outcomes	**Criteria/Checklist**
At the conclusion of a course within this area, the student will be able to….	1. 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.
1. Examine how arts, literature, philosophy or foreign languages reflect historical, intellectual, and cultural contexts, as well as aesthetic tastes.	2. 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**
At the conclusion of a course within this area, the student will be able to….	1. Emphasizes general principles and concepts having a broad range of applications and is not restricted to specialized topics.
1. Compare and contrast the perspectives, theories, methods and core concepts of the social sciences.	2. Develops understanding of the particular principles, theories, methodologies and findings of a social science discipline.
2. Investigate the major problems and issues in the disciplines in their contemporary, historical and geographical contexts.	3. 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.
3. Evaluate the contributions and perspectives of women, ethnic and other minorities, and Western and non-Western peoples.	4. Develops understanding of and an ability to describe the differences and similarities between peoples and cultures.

Behavioral Science

Student Learning Outcomes	**Criteria/Checklist**
At the conclusion of a course within this area, the student will be able to….	1 Emphasizes general principles and concepts having a broad range of applications and is not restricted to specialized topics.
1 Compare and contrast the perspectives, theories, methods and core concepts of the social sciences.	2 Develops understanding of the particular principles, theories, methodologies and findings of a behavioral science discipline.
2 Investigate the major problems and issues in the disciplines in their contemporary, historical and geographical contexts.	3 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.
3 Evaluate the contributions and perspectives of women, ethnic and other minorities, and Western and non-Western peoples.	4 Develops understanding of and an ability to describe the differences and similarities between peoples and cultures.

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
At the conclusion of a course within this area, the student will be able to….	1. Emphasizes general principles and concepts having a broad range of application and is not restricted to specialized topics.
1. Examine natural phenomena and the processes that explain them.	2. Develops an understanding of the principles underlying and interrelating natural phenomena.
2. Apply scientific methodologies when solving a problem.	3. 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.
	4. Develops an ability to describe the methodologies of science, the requisite features of scientific endeavors.
	5. Applies quantitative reasoning and logical concepts in solving problems or analyzing arguments.
	6. Apply scientific knowledge to real-world issues, which shall include learning about effects of human activities on climate and the environment as appropriate.

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**
At the conclusion of a course within this area, the student will be able to….	1. Focuses on themes that address the theoretical or analytical issues relevant to race, culture, and ethnicity.
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.	2. Leads to an understanding of ethnic groups and cultures in American society, emphasizing agency and group-affirmation.
2. 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.	3. 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.
3. 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.	4. Examines events in the histories, cultures, and intellectual traditions of various ethnic groups in America, with special focus on lived experiences and societal issues.
4. Explain and evaluate how the lived experiences and struggles of various ethnic groups are relevant to current American societal issues.	5. 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.

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**
At the conclusion of a course within this area, the student will be able to….	Courses in this area require students to:
1. Critically examine the development of the individual as an integrated physiological, psychological, spiritual, and social being.	1. 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.
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. 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.
	3. ~~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**
At the conclusion of a course within this area, the student will be able to….	1. Physical activity courses (except for special-topics or directed studies courses) are acceptable in Area E.2.
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.	

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

Student Learning Outcomes	**Criteria/Checklist**
At the conclusion of a course within this area, the student will be able to….	1. 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.
1. Distinguish the formal and informal structures and processes that comprise the social system, government and economy of the United States.	2. Develops an understanding of and an ability to describe the differences and similarities between people and cultures in the United States.
2. Assess the significant and influential ideas and philosophies that inform the social, cultural and governmental institutions of the United States.	