West Valley College
General Education Breadth Requirements

General Education (GE) at West Valley College is intended to provide students with a diverse experience, knowledge, and understanding of disciplines both within and outside the student's chosen field of study. We are committed to helping students to: think critically; communicate clearly and effectively, both orally and in writing; apply mathematical and scientific concepts; use technology effectively; achieve physical and mental wellness; experience and appreciate the creative arts; develop information literacy; understand multicultural and diverse perspectives; and gain insight into ethical and social issues. Through all these learning experiences, we encourage students to self-develop and pursue life-long learning.

Each candidate for West Valley College's Associate in Arts or Associate in Science degree shall:

- Complete a minimum of twenty-four (24) semester units of general education coursework as indicated in categories A1 through A8 (below) with a cumulative grade point average of 2.0 or higher.
- Complete courses in satisfaction of Area A-1A & A-1B (English Composition and Oral Communication & Critical Thinking) with a grade of "C" or better in each course.
- Complete a minimum of eighteen (18) semester units in a major or area of emphasis with a grade of "C" or better in each course.
- Complete a minimum of sixty (60) degree applicable units with a cumulative grade point average of 2.0 or higher.
- A course may be used to satisfy both a general education requirement and a major or area of emphasis requirement.

Criteria and Definitions Used to select coursework to be included in the GE for AA/AS

Title 5 speaks to the General Education policy of the Board of Governors of the California Community Colleges (Title 5 §5506
requirements and involve students actively in examining values inherent in
proposed solutions to major social problems.

Each course proposed through the Curriculum Committee to fulfill an area of our A.A./A.S. General Education requirement is considered in light of the above philosophy statements and the General Education Area definitions adopted by the Curriculum Committee. Each

course brought forward for consideration to meet General Education criteria will be reviewed by the General Education Subcommittee of the Curriculum Committee.

A -1A & 1B English Composition, Oral Communication, and Critical Thinking

English Composition, Oral Communication, and Critical Thinking (minimum of 6 semester/8 quarter units) including:

1. English Composition (minimum of 3 semester/4 quarter units). Courses fulfilling this requirement must be baccalaureate-level and include expository and argumentative writing.
2. Oral Communication and Critical Thinking (minimum of 3 semester / 4 quarter units). Courses fulfilling this requirement must be baccalaureate-level and may include oral communication and critical thinking courses.

A-1A: English Composition

Students will demonstrate clear and precise written expression and critical evaluation of communication in the English language. The course must provide the framework for students to explore general rhetorical principles and include expository and argumentative forms. Emphasis is placed on writing coherent, compelling essays, and demonstrating critical thinking skills and the basic elements of building a convincing argument. (Must include minimum writing of 5,000 words).

Guiding questions for English Composition include:

- Does the course explore rhetorical principles independent of the application of writing to a specific2 (r)6 (inc)3 (i 0 Td(7(es)2 (s)2 (io)3 (?:)]TJ 0 Tc 0 Tw13.532 0 Td( )Tj( )TjEMC

- Does this course support students' ability to develop, present, use, and critique quantitative arguments?
- Is the discipline of the course one of the following: computer science, personal finance, statistics, discipline-based mathematics, or quantitative reasoning?
- Does this course use mathematical concepts to promote critical thinking and problem-solving?

Learning Outcomes for this area include students' ability to:

- Demonstrate the ability to reason quantitatively
- Practice computational skills
- Explain and apply mathematical or quantitative reasoning concepts to solve problems and critique quantitative arguments

A-3: Arts & Humanities

(Title 5, Section 55061) Arts and Humanities. Courses in the humanities study the cultural activities and artistic expressions of human beings. Such courses develop students' awareness of how people throughout the ages and in different cultures respond to themselves and the world around them in artistic and cultural creation and develop students' aesthetic understandings and abilities to make value judgments. Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in the visual and performing arts, art history, foreign languages, literature, philosophy, religion, and related disciplines.

Guiding questions:

- Will students learn to analyze and appreciate works of philosophical and cultural importance?
- Does the course use canonical or seminal works as pathways to a broader understanding of the human condition?
- Does the course focus on lectures instead of primarily skill development and practical application?
- Does any skill development integrate with a broader understanding of the arts and humanities?

Learning outcomes for this area include students' ability to:

- Effectively communicate and express themselves and make themselves understood through visual, auditory, tactile, and symbolic means;
- Demonstrate knowledge of the variety of forms of expression (verbal and non-verbal) and how those are used to communicate social, cultural, and personal ideas, feelings, and concepts;
- Demonstrate knowledge of how history, language, and the visual and performing arts are interconnected, as well as an understanding of the value of each communication;
- Demonstrate knowledge of how and why the visual and performing arts are unique and how inherent meaning in the arts transcends written and verbal communication.

A- 4: Social and Behavioral Sciences

(Title 5, Section 55061) Social and Behavioral Sciences. Courses in the social and behavioral sciences focus on people as members of society and develop awareness of the methods of inquiry used by the social and behavioral sciences. They stimulate critical thinking about how people act and have acted in response to their societies and promote appreciation of how societies and social subgroups operate. Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology, and related disciplines.

Students will complete one course in either (a) Social and Behavioral Sciences or (b) American History and Institutions.

a. General Social and Behavioral Science Courses

This category may include introductory or integrative survey courses in cultural and social anthropology, cultural geography, economics, history, political science, psychology, sociology, and related disciplines.

b. American History and Institutions Courses

This category also includes courses in which students demonstrate an understanding of the historical development of American institutions and ideals, the Constitution, and the representative forms of government that exist at the national, state, and local levels.

Guiding questions include:

- Does the course explore the principles, methodologies, value systems, or ethics employed in social scientific inquiry?
- Does the course help the student develop an awareness of the method of inquiry used by the social and behavioral sciences?
- Does the course stimulate critical thinking about the ways people act and have acted in response to their societies?
- Does the course emphasize the concept of the discipline in various populations of society?

Learning outcomes for this area include students' ability to:

- Identify and analyze key concepts and theories about human and/or societal development;
- Critique generalizations and popular opinion about human behavior and society, distinguishing opinion and values from scientific observations and study;
- Demonstrate an understanding of the use of research and scientific methodologies in the study of human behavior and societal change;
- Better understand themselves, others, and society;

A-6: Ethnic Studies

Courses fulfilling this requirement may include baccalaureate-level courses in the four autonomous disciplines within Ethnic Studies: Black Studies; African American Studies; Africana Studies; Native American Studies; Chicano/a/x; Latino/a/x Studies/La Raza Studies; and Asian American Studies.
Courses that are approved to meet this requirement shall meet at least 3 of the 5 following core competencies:

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethnocentrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and antiracism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies.
2. Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe 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.
3. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities.