

**Senate Graduation Requirements Taskforce  
Options to present to Senate as of 3/4/10**

**1. Philosophy of the AA degree at GCC**

Regarding the philosophy of education, it was argued that we should maintain existing standards because our degrees should be meaningful. Our graduating students should be citizens of the city, state, nation and the world. The Core Competencies support the existing statement. [see appendices]

**2. AA vs. AS Unit Requirements**

A. Maintain Requirements

- Maintaining a rigor to the AS
- 1 unit of certificate  $\neq$  1 unit of AA

B. Change Requirements

- Reduce AS units to 18 (same as AA)
- Even with a minimum of 18 units for both AA and AS degree, departments are still able to define their requirements as higher than 18
- This allows students who are enrolled in programs that are between 18 and 24 units to still get an AS degree

C. Eliminate Requirements

- Not an option

**3. Interdisciplinary Humanities Requirements**

A. Maintain Requirements

- Arguments for this option is the inclusion of an additional composition class for students, the reinforcement of skills learned in English classes across disciplines, the mandate for an interdisciplinary studies course (which should be encouraged.) Furthermore, interdisciplinary studies is part of a growing integrated studies movement.

B. Change Requirements

- GCC is the only California Community College with this mandatory requirement.

- Option 1- combine into a reconstituted category

c. **Arts and Humanities.** At least two courses (**6 semester units**)—one from each of the two areas below must be selected.

**1. Arts - 3 semester units required:**

Art 101, 101H, 102, 102H, 103-113, 116, 118, 120, 121, 125, 199; Dance 100, 102; Music 101, 102, 110, 120-122, 125-127, 128(CD); Theatre Arts 101, 102, 107.

**2. Humanities - 3 semester units required:**

Armenian 101-104, 115, 116, 125-127; Chinese 101-104; English 102\*, 103, 105-111, 114-117, 121-123, 124(CD), 125-128, 130, 141(CD), 142(CD); French 101-

105, 121, 124-126; German 101-106; Italian 101-104; Humanities 101(CD), 102(CD), 105(CD), 105H(CD), 106, 110, 111, 115(CD), 117, 120, 125(CD), 130, 135(CD). Japanese 101-104; Korean 101-103, 115, 116; Linguistics 101; Philosophy 101, 112, 113(CD), 114(CD), 116, 118(CD), 119-122; Russian 101, 102; Spanish 101-106, 115, 124-126; Speech 106.

- Option 2- Modify that section into one category (Arts and Humanities) from which 6 units must be taken. Argument against this is that students don't get broad based curriculum.

Both of these Option 2 changes would be more consistent with what other colleges already do and are consistent with the transfer process.

#### 4. Cultural Diversity Requirement

##### A. Maintain Requirements

- It is essential for a degree and to fulfill the founding philosophy for our degrees
- Required per Ed. Code 50063

##### B. Change the Requirement

- Revise to return it to the original intent (a requirement so that students will have to examine the historic experience of an underrepresented group in American history). The revision would be to eliminate all but the first sentence of the requirement. Subsequent revisions have diluted the initial intent of this requirement to include courses that do not address the experience of underrepresented populations in contemporary US society. It would read:

*“Courses fulfilling this requirement aim to provide students with a broad educational perspective by addressing such issues as the historical, cultural, psychological, sociological and political aspects of a variety of United States minority groups who, because of the physical or cultural characteristics, are singled out from others in the society for differential treatment.”*

#### 6. PE/ Health/ First Aid Options

##### A. Maintain Requirements

- Lifelong learning courses
- Terminal degrees (AA, AS, etc) should have a health component

##### B. Change Requirements

- Reduce from 6 units to 5 units and create categories from which courses can be selected (3 units from health; 2 units from PE and/ or First Aid category)

##### C. Eliminate Requirements

- No one requires first aid
- This is not mandated by Ed. Code

## 7. Political Science 105/106 Options

- A. Maintain Requirements
  - California component is often not taught if incorporated into larger course
- B. Change Requirements
  - Argument- GCC is the only California Community College that has a separate course for the California component.
  - Create 4 unit Political Science 101 course with integrated California component; no stand alone California course offered (106) One other California Community College uses this approach.
  - Create 3 unit Political Science 101 course with integrated California component; no stand along California course offered (106)
  - Students have to take four units if they wish to apply for transfer to both CSU and UC schools- this would be reduced if the course is designed as 3 units.
- C. Eliminate Requirements
  - Must be maintained to satisfy CSU requirement

### Appendices:

#### **Board Policy 4035**

##### PHILOSOPHY AND CRITERIA FOR ASSOCIATE DEGREE AND GENERAL EDUCATION

It is the policy of the Glendale Community District to award Associate Degrees that represent more than an accumulation of units. The degree symbolizes a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights.

Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding. In addition to these accomplishments, the students shall possess sufficient depth in some field of knowledge to contribute to lifetime interest.

Central to an Associate Degree, General Education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction that those who receive degrees must possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture and the society in which they live. Most importantly, General Education should lead to better understanding.

In establishing or modifying a general education program, the college shall encourage coherence and integration among the separate requirements. It is also desirable that general education programs actively involve students in examining values inherent in proposed solutions to major society problems.

The District shall establish procedures to assure that courses used to meet general education and associate degree requirements meet the standards in this policy. The procedures shall provide for appropriate Academic Senate involvement.

Reference:

- Title 5, Section 55805; Accreditation Standard II. A. 3

Adopted: 4/16/01

Revised: 4/21/08

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## CORE COMPETENCIES

### Institutional Student Learning Outcomes

Adopted 6/1/2006

#### 1) Communication

- a) Reading
- b) Writing
- c) Listening
- d) Speaking and/or Conversing and/or Debating
- e) Interpersonal Interactions

Definition: Learners express themselves clearly and concisely to others in logical, well-organized papers and/or verbal presentations using documentation and quantitative tools when appropriate. Learners listen, understand, debate, and use information communicated by others.

#### 2) Mathematical Competency/Quantitative Reasoning

- a) Interpret and Construct Mathematical Models
- b) Solve Problems Using Quantitative Models
- c) Construct Arguments Using Numerical/Statistical Support

Definition: Learners understand, interpret, and manipulate numeric or symbolic information; solve problems by selecting and applying appropriate quantitative methods such as arithmetic, quantitative reasoning, estimation, measurement, probability, statistics, algebra, geometry and trigonometry; and present information and construct arguments with the use of numerical and/or statistical support.

#### 3) Information Competency

- a) Research Strategies
- b) Information Location/Retrieval
- c) Evaluation of Information
- d) Ethical & Legal Use of Information

Definition: Learners recognize the need for information and define a research topic; select, access, and use appropriate sources to obtain relevant data; evaluate sources for reliability and accuracy; and use information in an ethical and legal manner.

#### 4) Critical Thinking

- a) Evaluation
- b) Analysis and/or Synthesis
- c) Interpretation and/or Inference
- d) Problem Solving
- e) Construct and/or Deconstruct Arguments

Definition: Learners evaluate the credibility and significance of information, effectively interpret, analyze, synthesize explain, and infer concepts and ideas; solve problems and make decisions; and construct and deconstruct arguments.

- 5) Global Awareness and Appreciation:
- a) Scientific Complexities
  - b) Social and Cultural Diversity
  - c) Artistic Expression and Variety
  - d) Ethical Reasoning
  - e) Environmental Issues
  - f) Politics

Definition: Learners recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social and environmental issues from multiple perspectives; they recognize the interdependence of the global environment and humanity.

- 6) Personal Responsibility
- a) Self Management
  - b) Self Awareness
  - c) Physical Wellness
  - d) Study Skills

Definition: Learners demonstrate an understanding of the consequences, both positive and negative, of their own actions; set personal, academic and career goals; and seek and utilize the appropriate resources to reach such goals.

- 7) Application of Knowledge
- a) Computer Skills
  - b) Technical Skills
  - c) Workplace Skills
  - d) Lifelong Learning

Definition: Learners maintain, improve and transfer academic and technical skills to the workplace; demonstrate life-long learning skills by having the ability to acquire and employ new knowledge; and set goals and devise strategies for personal and professional development.

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## **Accreditation**

### **Standard IIA: Student Learning Programs**

3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.  
General education has comprehensive learning outcomes for the students who complete it, including the following:
  - a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.
  - b. A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.
  - c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.
4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.