

Item 1: Proposed GE Philosophy Statement

This document is meant to express what De Anza's goals with respect to General Education are. It is meant to define how we are helping to prepare our students and what areas of study we think are critical to their success in life after college. This draft has been updated to make the format more readable and accessible while still maintaining the same focus on our core competencies and beliefs about what makes a De Anza degree both worthwhile and unique.

De Anza GE Philosophy Statement

General Education (GE) at De Anza College is intended to provide students with a diverse experience in disciplines both within and outside the students' chosen field of study. GE at De Anza has been designed to impart both breadth and depth in multiple disciplines, thereby resulting in a well-rounded, multi-dimensional education. All students graduating with an Associates degree from De Anza College will have completed the GE curriculum, which will educate students to be intellectually curious critical thinkers and problem solvers, as well as individuals who are aware of the importance of maintaining lifelong physical and mental wellness both for their own benefit and the benefit of the larger society. In addition, the De Anza GE curriculum encourages students to be culturally and socially engaged members of their communities who possess a multicultural awareness and sensitivity to diversity.

The GE philosophy is closely related to the De Anza College Mission Statement and the Institutional Core Competencies. The five major focus areas of General education at De Anza College are: A) communication, expression, critical thinking, and information literacy, B) natural sciences, C) arts and humanities, D) social and behavioral sciences, and E) physical/mental wellness and personal development.

(Continued on next page)

The Five Major Focus Areas

- A. Communication, expression, critical thinking, and information literacy: The ability to read, write, and communicate has been an integral part of educational curricula for hundreds of years, and its importance continues to grow in the information age. This area is divided into four sub-areas that focus on educating students in written communication, oral communication, critical thinking, and information literacy. The courses in this area are in a variety of disciplines such as English, mathematics, philosophy, and speech.
- B. Natural sciences: College graduates in the 21st century will encounter a wealth of knowledge related to all aspects of life. In order for members of society to discern the validity of such information and make responsible and appropriate choices, it is necessary for students to obtain a basic understanding of the scientific method and process. The courses in this area are in disciplines such as anthropology, astronomy, biology, chemistry, physics, geology, meteorology, oceanography, and environmental science.
- C. Arts and humanities: The arts and humanities enrich personal lives, preserve cultural history, and ensure creative thinking and ongoing curiosity. It is through these fields that students develop multiple perspectives, build confidence, and continually problem solve. Creativity and imagination is needed across disciplines to fuel innovation and respond to an ever-changing world. This area is divided into two sub-areas. Courses in arts include disciplines such as art, dance, music, film/TV, and photography. Courses in humanities include disciplines such as humanities, English, and foreign languages.
- D. Social and Behavioral Sciences: This area focuses largely on people as members of society. An understanding of diverse people in a multicultural society and how people interact in response to their histories, societies, and cultural traditions enables students to examine ideologies and practices from multiple perspectives and is vital to preparing students to become global citizens. This area is divided into two sub-areas. The behavioral sciences sub-area includes courses from anthropology, sociology, psychology, and women's studies. The history and society sub-area includes courses from administration of justice, history, political science, journalism, and inter-cultural studies.
- E. Physical/mental wellness and personal development: Crucial for students to be able to successfully contribute to overall community wellbeing is an understanding of personal health and wellness with an emphasis on physical productivity and longevity. Students will be educated to take personal responsibility for their own wellbeing and to acquire the necessary knowledge and skills to maintain healthy bodies and minds. Understanding how different cultures in both the past and the present developed exercise and movement leads to a better multicultural understanding. Students will be able to use life-long psychomotor skills to achieve physical and mental wellness. Courses in this area include disciplines such as physical education, business, health, nutrition, and dance.

Item 2: Proposed GE Course Criteria

This document is meant to define specifically what any course at De Anza that wishes to be considered a “General Education” course must include in relation to both the content of the course in question and how it prepares our students to participate in the world around them through the lens of that study. This draft of criteria was developed to be a more useful tool for both course designers and curriculum reviewers by focusing on the important core concepts that makes something a GE class while allowing for greater control of specific course content, methods of instruction, and evaluation.

Criteria for a GE Class

All GE classes will be an introduction to the discipline that will incorporate the following:

1. Present core concepts and scope that define the discipline
2. Foster oral and written communication and collaborative exercises
3. Stimulate critical thinking
4. Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives
5. Provide global and historical context
6. Use real-world or hands-on applications that will provide a context for the concepts being discussed

Item 3: New Proposed GE Requirement: Environmental Sustainability and Global Citizenship (ESGC)

This document defines the scope of a new GE requirement for all students wishing to graduate with a De Anza degree, along with a proposed implementation plan. This proposal was developed by students and supported in concept by the Academic Senate. It aims to foster greater understanding of issues relating to environmental sustainability and global citizenship, in support of one of De Anza's stated core competencies.

Environmental Sustainability and Global Citizenship Requirement

Proposed Language for the Requirement:

1. Add an additional requirement of "One course completed that meets the Environmental Sustainability and Global Citizenship requirement" to De Anza's G.E. Pattern.
2. Courses will be certified as meeting the Environmental Sustainability and Global Citizenship requirement when at least two of the following outcomes are embedded within the various areas of the course outline. Course outline content must show evidence that through the course, the student will:
 1. Explain the interconnectivity of economic prosperity, social equity and environmental quality.
 2. Identify the most serious environmental, equity and social justice problems globally and locally and explain their underlying causes and possible consequences.
 3. Explain some significant ways they can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.
 4. Analyze how the well-being of human society is dependent on sustainable social and ecological systems.
 5. Demonstrate an understanding of how their personal activities impact the environment and their communities by participating in actions to create a more environmentally sustainable and equitable future.

Proposed process for the requirement:

1. There will be a sub-committee of the Curriculum Committee that will review courses to be included in this requirement. That sub-committee will contain at least two members who have some expertise in the areas of environmental sustainability and or global citizenship
2. The requirement would go into effect when the academic senate determines that the number of sections, the number of departments offering those sections, and the number of seats available ensures students easy access to qualifying courses without slanting the overall GE pattern in any particular divisional or departmental direction.
3. The requirement will be an overlay, like the Intercultural Studies, meaning that courses can count for this as well as other G.E. requirements.