

Overarching Objectives of the proposed new GE pattern due to Title 5 Changes:

- To provide students with a direct route to graduation, with clear course choices to enable them to have easier transitions in case of changes in academic goals.
- To align the local GE pattern areas numerically and topically with the Cal-GETC areas so that students would have an easier time navigating between the patterns to compare and contrast course requirements.
- To integrate the reading, writing, and math competencies into the GE pattern so that separate title 5 competency requirements would not be necessary.

[Go to final revisions to Title 5 updates.](#)

Area 1 English Composition, Oral Communication, and Critical Thinking (10 units)
(A) English Composition
(B) Oral Communication and Critical Thinking COMM 8, 8H, 9, 9H, 15, 15H, EWRT 2, 2H, PHIL 3, 4, READ 10. <i>Information literacy courses have moved to Area 2</i>
Area 2 Mathematical Concepts and Quantitative Reasoning (4 units)
Math1A, 1B, 1C, 1D, 2A, 2B, 10, 11, 12, 22, 23, 31, 32, 44, Math/Educ 46, 114, SOC/PSYC 15, PHIL 7 (All honors version if applicable)
Area 3 Arts and Humanities (8 units)
Select one course from Arts and one course from Humanities. <i>Some ethnic studies courses have moved to Area 6</i>
Area 4 Social and Behavioral Sciences (8 units)
Select two courses. <i>Some ethnic studies courses have moved to Area 6</i>
Area 5 Natural Sciences (4 units)
Area 6 Ethnic Studies (4 units)
AFAM 10, AFAM 11, CETH 10, CETH/ADMJ 29, ASAM 11, NAIS 12, CHLX 10
Area 7 Physical/Mental Wellness and Personal Development (2 units)
<i>At least one unit must be completed from DANC/KNES/PE/PEA</i>
ICS: Two ICS approved courses from area 3, 4, 6 or 7 (courses may be double counted to meet both GE area and graduation requirement)

ESGC: one ESGC approved course from area 1, 2, 3, 4, or 5 (course may be double counted to meet both GE area and graduation requirement)

Areas highlighted are new areas with migrated courses. Physical/Mental Wellness and Personal Development area requires labelling change, but no change in courses nor unit requirement. Please refer to the existing [GE advising sheet](#) for a full list of courses that will remain in their respective areas.

The following provides more details on specific areas impacted by title 5 updates and thought process of the GE Subcommittee in coming up with the proposal.

#### Area 6: Ethnic Studies

Criteria of courses: The courses that meet the criteria of the new area 6 in the GE pattern may include baccalaureate-level courses in the four autonomous disciplines within Ethnic Studies: African American Studies, Native American Studies, Chicano/a/x; Latino/a/x Studies/La Raza Studies and Asian American Studies. [Title 5 reference: S55061(c)(6)] Further guidance has been provided in a [memo](#), where it discusses an introduction to Ethnic Studies course could meet the Ethnic Studies requirement as it surveys the four autonomous disciplines within Ethnic Studies.

Proposed changes:

1. The following courses will move from their existing areas to Area 6 Ethnic Studies, requiring a minimum of one 4-quarter unit course.

Disciplines	Course	Existing Area(s)
AFAM	11	Area C2: Humanities
AFAM	10	Area D: Social and Behavioral Sciences
CETH	10, 29#	Area D
ASAM	11	Area D
NAIS	12	Area D
CHLX	10	Area D

# CETH 29 is cross listed with ADMJ 29. ADMJ 29 should be included in Area 6 and Area 4 with the notation that completion of 1 course can satisfy only 1 GE area.

2. Only the DA Ethnic Studies courses that are currently approved for CSU GE Area F (Ethnic Studies) and IGETC Area 7(Ethnic Studies) are moving to the new area 6 of our local GE pattern. This is because these courses would be approved for Cal-GETC Area 6 (Ethnic Studies). Even though Cal-GETC does not govern local decisions in forming GE

pattern for AA/AS degrees, doing so will allow students to have an easier time navigating between the patterns to compare and contrast course requirements.

3. Maintain the De Anza Intercultural Studies associate degree graduation requirement because intercultural studies cover topics with a broader scope, encompassing a variety of cultures and their interactions, such as Women's Studies courses, which teach a comprehensive understanding of women's roles in society and to analyze how existing power structures contribute to social injustice.
4. The GE Subcommittee acknowledged the potential addition of extra courses to Ethnic Studies Area 6 to enhance students' flexibility in course offerings, while recognizing the need for the IIS Division to have available capacity and resources.
5. Propose the following update to the description of De Anza General Education:

#### Area 6 Ethnic Studies:

Students embark on a profound exploration of Ethnic Studies, engaging in critical analysis and application of key concepts within the context of the four autonomous disciplines: African American Studies, Native American Studies, Chicano/a/x; Latino/a/x Studies/La Raza Studies and Asian American Studies. This area focuses on the issues of social justice, including the promotion of equity and inclusionary practices.

6. Propose the following update to the description of De Anza General Education:

#### Area 2 Mathematical Concepts and Quantitative Reasoning:

Proficiency in mathematical concepts and/or quantitative reasoning is vital for fostering a versatile, and adaptable mind in the face of the challenges presented in academic pursuits, professional settings, and in the digital world we live in. The courses in this area comprise of disciplines such as mathematics, statistics, logic, computer science and other related disciplines.

*[Title 5 reference: S55061(c)(2)] - Mathematical Concepts and Quantitative Reasoning (minimum of 3 semester / 4 quarter units). Courses fulfilling this requirement must be at least college-level and may include mathematics or quantitative reasoning courses, including logic, statistics, computer languages, and related disciplines.*

7. The GE Subcommittee has acknowledged that besides standard math courses, other academic areas also teach math concepts and quantitative reasoning effectively. Different subject areas, such as logic (philosophy), statistics, computer science and other related disciplines contribute to developing mathematical skills. The main question now is figuring out how much of a course should actively involve math to be considered for

inclusion in Area 2. This strategy will promote quantitative reasoning across diverse academic disciplines, offering a broader range of choices for students with varying majors.

8. Maintaining the Physical/Mental Wellness and Personal Development area. Change labelling from area E to area 7 as an additional local GE area requirement. The GE Pattern survey shows that 77% of the 60 Faculty Members who responded agree that this requirement should be retained in the interest of students' mental and physical health well-being. Physical/mental wellness and personal responsibility is one of De Anza's institutional core competencies. Further, the Academic Senate for California Community Colleges encourages local academic senates to initiate, reinstate, or maintain kinesiology, physical education, and health education courses in local general education. This resolution was passed in the fall 23 plenary. See details in the following link. <https://asccc.org/resolutions/addressing-health-and-well-being-crisis-among-californias-community-college-students>
9. The GE Subcommittee proposes to keep the ESGC graduation requirement because the courses that are approved for this requirement help students to become interconnected citizens aware of our most serious environmental, equity and social justice problems in a continually changing global world. There is interest among Faculty Members to have more courses approved for ESGC criteria.
10. It is our belief that a general education pattern should be more than a mere accumulation of units or simply fulfilling a State-mandated transfer pattern, but rather a way to educate well-rounded individuals. All the graduation requirements fit into De Anza's mission statement and core competencies.