

Contra Costa Community College District

Los Medanos College

General Education Committee Proposed Updates to the Local GE Model in Response to Title 5 Changes

October 2024

Prepared for

The Los Medanos Academic Senate

By the

General Education Committee

GE Committee Chair, Adrianna Simone, MA, MA, Ph.D.

-And-

David Hlusak, Haydee Lindgren, Cindy McGrath, Bob Moore, Sara Toruno-Conley, and Rikki Hall

Table of Contents

[Introduction 3](#_Toc179372701)

[Summary Contents 5](#_Toc179372702)

[Future Considerations 7](#_Toc179372703)

[Conclusion 8](#_Toc179372704)

[Appendix 9](#_Toc179372705)

[How to integrate GE SLOs into COORs 9](#_Toc179372706)

[LMC Local General Education Pattern (2024-2025) 9](#_Toc179372707)

# Introduction

To understand General Education (GE) at Los Medanos, it is important to know the historical trajectory of our program. Los Medanos has stood out from the other colleges in the Contra Costa Community College District because we have valued not just the diversity of our college community (especially our student body) but the diversity of our curriculum for local degree students. Since the 1990’s, we have offered a diverse perspectives local GE requirement (currently named Ethnic Studies/Multicultural Studies).

As part of our college [mission statement](https://www.losmedanos.edu/aboutcollege/mission.aspx), it states that “Los Medanos College provides our community with equitable access to educational opportunities and support services that empower students to achieve their academic and career goals in a diverse and inclusive learning environment.” We exemplify the importance of “diversity” as part of our college’s core values and state how that relates to our curriculum and program development: “…provide a wide array of diverse course offerings, academic programs, and support services; ensure that diverse perspectives and culturally responsive practices are reflected in our curricula and learning environments; and advocate for racial and social justice for all.” This is the heart of our college, and as a community we have protected this centering of diverse voices and knowledge production.

When our local GE units were reduced from 34-units to an 18-unit pattern in 2012, the changes still included diverse perspectives. We have continually set the standard in our district for diverse course and program offerings.

In addition to the updates made in 2020 for a new alignment to our GE model, there are further changes recently mandated by Title 5. For the past few years, the General Education (GE) Committee engaged in cross-constituent discussions and forums while offering Flex trainings to prepare Los Medanos College for changes to local degree GE program offerings. Additional work included: 1) Preparing reports for the faculty senate body. 2) Attending department meetings to discuss the changes, especially in areas that would be the most affected. 3) Speaking with Los Medanos College Associated Student Senate body. The GE committee recognizes the importance of open dialog about our program, which was reported on September 13, 2024, in the *Experience* to capture the widest audience.

The fall 2025 [Final Revisions for Title 5, California Code of Regulations Relating to Associate Degree Requirements](https://www.cccco.edu/-/media/CCCCO-Website/docs/regulatory-action/bgccc-associate-degree-final-reg-text-a11y.pdf?la=en&hash=C88E0D34E31E975523EEE00E88CCAB1965D5AB64#:~:text=A%20minimum%20of%2060%20semester%20units%20%2890%20quarter,reasoning%20not%20more%20than%20one%20level%20below%20transfer.) are finalized in Section 55060 of Article 6 of Subchapter 1 of Chapter 6 of Division 6. Title 5 explains that all associate degrees provide a general education that “reflects the conviction of colleges that those who receive their degrees must have mastered principles, concepts, and methodologies both unique to and shared by the various disciplines.” Specific changes were implemented by the state to increase our local General Education (GE) pattern degree requirements from 18-units to 21-units. These changes include:

1. 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).
   2. Oral Communication and Critical Thinking (minimum of 3 semester / 4 quarter units).
2. Mathematical Concepts and Quantitative Reasoning (minimum of 3 semester / 4 quarter units).
3. Arts and Humanities (minimum of 3 semester / 4 quarter units).
4. Social and Behavioral Sciences (minimum of 3 semester / 4 quarter units).
5. Natural Sciences (minimum of 3 semester / 4 quarter units).
6. Ethnic Studies (minimum of 3 semester/4 quarter units).

The Title 5 changes affect the current local degree pattern. Our 2024-2025 pattern is referenced in the appendix of this report. The main changes that impact our local General Education (GE) pattern degree requirements are:

* Ethnic Studies must be in its own category area irrespective of Multicultural Studies courses.
* Mathematics will have its own area and unit requirement separate from its original placement in Language and Rationality (LR2b).

This spurred the campus-wide conversations and discussions on what would happen with courses currently housed in our “Ethnic Studies/Multicultural Studies” area. The state mandate further explains that “District governing boards shall establish criteria to determine which courses may be used to implement their goals for the associate degree and their philosophy of general education.” As local community colleges may require additional GE courses to reflect their GE philosophies, the conversations required us to consider best practices that were being adopted across the state.

The GE Committee Chair attended the 2024 Leadership Institute and the 2024 Curriculum Institute to receive more information on the Title 5 changes and to determine what other community college districts were implementing. Each district made decisions based on the needs of their students, their college’s mission statements, and the voices of their faculty bodies. Some larger districts, such as Los Angeles Community College District (LACCD) and Los Rios Community College District (LRCCD) adopted 27 and 24 unit local GE patterns to account for diversity and courses being left behind by the CalGETC (common transfer pattern to UC and CSU). There are many more situations such as this, but the general practice has been to follow the needs of individual colleges or college districts.

Based on extensive research conducted locally, the GE committee recommends that the Academic Senate vote to reaffirm the Diverse Perspectives area as previously approved at the [February 12, 2024 Academic Senate meeting](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.losmedanos.edu%2Fintra-out%2Fas%2FMinutes-021224.doc&wdOrigin=BROWSELINK) with the understanding that the GE committee will complete additional work related to increasing our local GE program to 24 units, which includes:

1. Develop new assessment criteria for our Diverse Perspectives, Ethnic Studies, and Mathematics areas.
2. Offer additional Flex workshops to train faculty on how to incorporate diverse perspectives in their courses and discipline programs.
3. Update the nomenclature for coding the local GE courses to match the numbering of Title 5, e.g. 1A, 1B, 2, 3, 4, 5, 6, and 7.

# Summary Contents

After extensive work both in and out of our committee, the GE members advocate for the following 3-units to be added to the 21-unit GE requirement taking the total to 24-units:

Area 7: Diverse Perspectives 3 units (minimum)

Complete one course:

ADJUS-160

CHDEV-050

DRAMA-015, 030

ENGL-110, 120, 121, 127, 128, 129, 133, 135, 136

HIST-037, 047, 052, 054, 055, 056, 057,060, 061, 062, 066

SJS-110, 135, 136, 150

SPCH-150

This area will permit more diverse course offerings, such as LGBTQ+ courses, disability studies courses, and others. There will also be curriculum development and training offered by the GE committee to encourage more courses to be included, especially in our higher unit impacted local degree disciplines.

The GE committee reviewed the unit increase and its impact on all our local AA and AS degrees and determined that nearly all local degrees have room in their program for a 3-unit increase and is unlikely to impact students financially or with excessive units. Instead of having students take a 3-unit elective course, these units would be shifted into a local GE requirement, which broadens students’ experiences by introducing them to “Diverse Perspectives.”

There are four higher unit local degree majors that might be impacted by the 3-unit increase. These include:

* Nursing
* Engineering
* PTEC
* ETEC

After reviewing these degrees closely and speaking with departments, the GE committee determined:

1. Nursing students opt for a different GE pattern related to their baccalaureate work.
2. Engineering is already heavily over the unit cap, and the department is considering updating one of its courses to fit into the diverse perspectives area.
3. PTEC and ETEC students have their own discipline specific math courses incorporated into their program that will meet new math requirement. Thus, these degrees would likely have space for the 3-units for a diverse perspectives area.

In addition, all local degree students can opt-out from the local degree pattern by taking an intersegmental lower-division general education pattern used for transfer to the University of

California or the California State University. As many of our students earn a local degree during their transfer pattern work, their General Education will probably be the CalGETC pattern rather than the local GE pattern.

In essence, the GE Committee determined that the increase by 3-units will have a minimum impact to students while highlighting curriculum that the student body values. The GE Committee is taking this report to LMCAS for endorsement and feedback as well as the Academic Senate.

This change supports the college’s mission for diversity as embodied in our curriculum.

# Future Considerations

The GE Committee recognizes that there is still more work to be completed, and we are committed to reviewing and editing the local GE model throughout this semester and spring 2025 in preparation for catalog changes and a seamless transition.

We maintain our focus on providing our local degree students a general education package that is designed to enhance the lives of our students in the broadest sense. We maintain the integrity of our program while giving students who graduate from Los Medanos College the skills to succeed in an increasingly more diverse global community. As emphasized on our GE website, a student who graduates with a local degree from LMC “can ask thoughtful questions, grapple with difficult texts and concepts, reason quantitatively, consider competing perspectives, challenge arguments and question conventional ideas, evaluate sources of information, admit their own limitations, and demonstrate curiosity and a desire for continued learning.”

# Conclusion

We recommend that:

* The Academic Senate vote to reaffirm the Diverse Perspectives area as previously approved at the [February 12, 2024 Academic Senate meeting](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.losmedanos.edu%2Fintra-out%2Fas%2FMinutes-021224.doc&wdOrigin=BROWSELINK).
* The GE Committee develop new assessment criteria for our Diverse Perspectives, Ethnic Studies, and Mathematics areas.
* The GE Committee offer additional Flex workshops to train faculty on how to incorporate diverse perspectives in their courses and discipline programs.
* The GE Committee update the nomenclature for coding the local GE courses to match the numbering of Title 5, e.g. 1A, 1B, 2, 3, 4, 5, 6, and 7.

These changes will impact our current GE model by increasing the total required number of units from a 21-unit model to a 24-unit model in fall 2025.

# Appendix

## How to integrate GE SLOs into COORs

Visit [link to PDF report](https://www.losmedanos.edu/intra-out/ge/HowtointegrateGESLOsintoCOORs-courses-finalwcorrex.pdf)

## LMC Local General Education Pattern (2024-2025)

Visit [link to PDF report](https://lmc.elumenapp.com/catalog/24-25/asdegreereq#mainContent)