



HLC Accreditation Evidence

Title: Fundamental Learning Outcomes

Office of Origin: Vice President of Instruction - Assessment of Student Learning

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General Education Courses

Definitions for General Education Courses

General Education Course - Any course that is approved to fulfill credit towards the State and College requirements for General Education and graduation with any of the following degrees: Associate in Arts (A.A.), Associate in Science (A.S.), Associate in General Studies (A.G.S.), or Associate in Applied Science (A.A.S). General education courses typically are non-developmental and non-professional in orientation, and they are offered as electives or required courses from within broader subject areas.

The essential objective of general education is to educate the individual student to be a rational and humane person. General Education courses are subdivided into five categories: foundation studies, humanities, social and behavioral sciences, natural science and mathematics, and physical education, health, performance. The minimum distribution of credits and general education courses vary by degree.

Types of general education courses are further defined as:

- **Foundation Studies Course** – a degree-specific general education course that fulfills course or credit requirements in the quantitative, oral and written communication, or computer literacy areas.
- **Studio Course** – Any course in the Fine Arts (Humanities) that instructs students on the techniques used in artistic expression and significantly involves students (individually or as a group) in the production of tangible, physical artistic products.
- **Performance Course** – Any course in the Fine Arts (Humanities) that instructs students on the techniques used in artistic expression and significantly involves students (individually or as a group) in ephemeral activities that relate to public entertainment and/or personal enrichment.

General Education Course Requirements by Degree

Click on the links below to open course requirements by degree.

[Associate of Arts](#) (A.A.)

[Associate of Science](#) (A.S.)

[Associate of General Studies](#) (A.G.S.)

[Associate of Applied Science](#) (A.A.S.)

Fundamental Outcomes

Barton has five fundamental outcomes that direct not only the general education courses but also the entire curriculum. The outcomes are appropriate to the [Mission](#) and [Board ENDS](#), educational offerings, certificates, and degrees of the College. They serve to demonstrate how students meet those ENDS and to articulate the competencies expected of students who complete a Barton certificate or degree.

The fundamental outcomes relate the relevance of a given subject to provide students with the knowledge, skills, and values which enable them to be productive in work, family, and community. These outcomes and their assessment are reviewed biannually by the Outcomes Assessment Committee and annually by Barton's Board of Trustees.

The five fundamental outcomes are as follows:

Critical Thinking – Study a given subject critically, including processes to analyze and synthesize important parts of the subject, to ask appropriate and useful questions about the study of this subject, and to solve problems within the subject area.

Life-Long Learning – Relate the relevance of a given subject to the individual student's life, to develop habits that encourage life-long, responsible and independent learning, and to apply appropriate and useful knowledge of the values, conventions, and institutions within an academic discipline.

Historical Perspective – Describe how history works, including how historical perspective can strengthen understanding of a given academic subject, and how the history of human endeavor has helped develop that subject.

Technological Perspective – Explain how technologies affect important parts of human life and how information technologies shape the study of a given subject.

Cultural Perspective – Explain how culture develops through various aspects of human endeavor, how culture develops understanding of a given subject, and how a given subject develops within different cultures.

These outcomes are designed to ensure that all certificate and degree-seeking students learn the same general competencies even when they take different general education courses. This emphasis on critical thinking, life-