

## MPC GE STANDARDS

MPC's General Education Requirements Committee meets each year in November to recommend courses for inclusion in the MPC General Education pattern. The standards for inclusion are (1) Title 5 guidelines and (2) the Learning Outcomes that were adopted for GE courses beginning 2005-2006.

### AREA A: Communication Skills

*(Title 5, Section 55806 (D) Language and Rationality. Courses in language and rationality are those which develop for the student the principles and application of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses.)*

### AREA A1: English Composition

*(Title 5, Section 55806(D) Language and Rationality. 1. English Composition. Courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing.)*

Composition courses enhance students' abilities to read and listen critically, and to communicate knowledge, information, ideas, and feelings. The skills learned in these studies also enhance students' abilities to evaluate, solve problems, and make reasoned decisions.

Learning outcomes for this area include students' ability to:

1. read complex college-level texts and listen to college-level lectures without guidance, and summarize the information presented;
2. analyze ideas presented in college-level reading material, and present that analysis intelligently in writing;
3. write clearly, imaginatively, and forcefully, selecting forms, methods, and modes that will best achieve a writing assignment's purpose;
4. use proper research methods, keep proper research records, and incorporate researched material appropriately into their own ideas and writing;
5. form provable theses based on reading and research, and validate those theses, distinguishing between fact and opinion;
6. recognize and use logical arguments, persuasive strategies, and conventions that are appropriate to the writer's audience.

## AREA A2: Communication and Analytical Thinking

*(Title 5, Section 55806(D) Language and Rationality. 2. Communication and Analytical Thinking. Courses fulfilling the communication and analytical thinking requirement include oral communication, mathematics, logic, statistics, computer languages and programming and related disciplines.)*

These courses improve effective communication and analytical thinking which enable the bridging of disciplines. Through the use of effective resources, students are able to interpret and analyze problems, evaluate answers, make judgments, and enhance their general knowledge.

Learning outcomes for this area include students' ability to:

1. Make effective use of tools in order to obtain, organize and/or critically evaluate information;
2. synthesize, critique, argue and give alternatives to various problems;
3. solve and/or avoid problems by experimenting and generating solutions;
4. communicate results orally, in writing, and through the use of various technological methods;
5. interconnect the knowledge of many different disciplines.

## AREA B: Natural Sciences

*(Title 5, Section 55806 (A) Natural Sciences. Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the General Education Requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the relationships between science and other human activities. This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines.)*

Natural Sciences increase students' awareness of the world of natural phenomena and the ability humans have to understand how the world functions by using scientific methods to investigate and judge phenomena and humankind's various roles in nature.

Learning outcomes for this area include students' ability to:

1. explain concepts and theories related to physical, chemical, and biological natural phenomena;
2. demonstrate an understanding of the scientific process and its use and limitations in the solution of problems;
3. draw a connection between natural sciences and their own lives;



4. make critical judgments about the validity of scientific evidence and the applicability of scientific theories;
5. demonstrate an understanding of the role of culture in the advancement of science and the impact of scientific advancement and natural phenomena on diverse cultures;
6. demonstrate knowledge of the use of technology in scientific investigation and human endeavors, and the advantages and disadvantages of that technology;
7. articulate solutions that they believe could improve the condition of humanity and the global environment;
8. demonstrate an understanding that our current level of knowledge regarding the natural sciences is limited and there is a need to learn and discover more, and to find innovative solutions to problems in our natural environment;
9. demonstrate an understanding of change and evolution as central underlying themes in the study of the Natural Sciences;
10. demonstrate an understanding of the structure and function of the human body.

#### AREA C: Humanities

*(Title 5, Section 55806(C) Humanities. Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments. Such courses could include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.)*

The Humanities encompass thought and language and reflect, interpret, and communicate concepts, values, beliefs, and traditions held individually, socially, and culturally. Study of the humanities develops an awareness, appreciation, and understanding of the human condition and of how that condition relates to personal and societal needs, values, and achievements. The performing and visual arts are unique in that the mode of communication is primarily presentational rather than discursive, and the deepest meanings in the arts are non-verbal.

Learning outcomes for this area include students' ability to:

1. effectively communicate and express themselves and make themselves understood through visual, auditory, tactile, and symbolic means;
2. demonstrate knowledge of the variety of forms of expression (verbal and non-verbal) and of how those are used to communicate social, cultural, and personal ideas, feelings, and concepts;

3. demonstrate knowledge of how history, language, and the visual and performing arts are interconnected, as well as an understanding of the value and role of each communication;
4. demonstrate knowledge of how and why the visual and performing arts are unique and how inherent meaning in the arts transcend written and verbal communication.

#### AREA D: Social Sciences

*(Title 5, Section 55806(B) Social and Behavioral Sciences. Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. This category would include introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines.)*

Social Sciences courses provide theory and instruction on the role of institutions, groups and individuals in society. These courses focus on the interaction of social, historic, economic, political, geographic, linguistic, religious and/or cultural factors, with emphasis on the ways humans understand the complex nature of their existence. Courses emphasize the understanding of human and societal development within the context of issues which could divide people and cultures (e.g. racism, colonialism, geopolitical issues and economic inequities) and the complex relationships between culture, individual development and historical context. Courses include discussion of skills and practices used by social sciences: data collection, hypotheses development and testing, and critical evaluation of evidence.

Learning outcomes for this area include students' ability to:

1. identify and analyze key concepts and theories about human and/or societal development;
2. critique generalizations and popular opinion about human behavior and society, distinguishing opinion and values from scientific observations and study;
3. demonstrate an understanding of the use of research and scientific methodologies in the study of human behavior and societal change;
4. better understand themselves, others, and society;
5. understand and think critically about different cultures and their influence on human development or society, including how issues related to race, class and gender interact with culture to impact females and males;



6. examine the biological, psychological, and sociological factors that influence the personalities and behaviors of females and males from a multicultural perspective;
7. understand how history influences cultural development and is influenced by culture.

#### AREA E: Lifelong Learning and Self-Development

Courses in this area promote lifelong learning and self-development and reflect the depth of human interest and possibilities. The knowledge gained from these courses assists students to function as independent and effective learners in a continual process of personal growth.

Learning outcomes for this area include students' ability to:

##### AREA E1: Wellness

1. develop an awareness of how physical, social, emotional, or intellectual factors influence their personal development.

##### AREA E2: Introduction to Careers

1. explore a discipline and to function as independent and effective learners;
2. accurately assess knowledge, skills, and abilities in relationship to their educational and career goals.

#### AREA F: Intercultural Studies

Courses in Intercultural Studies increase students' understanding of and appreciation for cultures and groups of people within the United States, including people within one's own group and those who are in a different cultural group. History, customs, methods of communication, artistic representations and traditions are explored in these courses that address theoretical and analytical issues relevant to understanding race, culture, gender and ethnicity in American history and society. Each course is an integrated and comparative study of at least three of the following: African Americans, American Indians, Asian Americans, Chicano/Latino Americans, and European Americans.

Learning outcomes for this area include students' ability to:

1. connect knowledge of self and society to larger cultural contexts;
2. articulate the differences and similarities between and within cultures;
3. identify cultural themes of immigrant and native groups within the United States of America;
4. identify the contributions to American culture of each group studied.