MiraCosta College General Education Course Criteria (Plan A)

Universal criteria for all courses designated for general education (GE) at MiraCosta College
Rigor: Each GE course treats subject matter with a level of intellectual intensity that requires independent study.
Scope: Each GE course introduces the student to a wide range of principles, perspectives, and knowledge within the discipline.
Autonomy: Each GE course is a whole unto itself and not primarily part of a sequence of courses; each course provides exposure to foundations and fundamental tenets of the discipline.
Breadth: Each GE course provides a generalizing rather than specializing experience within the subject matter of the discipline. It relates knowledge within the discipline to other fields and disciplines, as well as to contemporary society.
Critical thinking: Each GE course develops the student's aptitude for conceptualizing, applying, analyzing, synthesizing, and evaluating information.
Communication and literacy: Each GE course provides opportunities for the student to develop and demonstrate both orally and in writing the ability to read, comprehend, and evaluate college-level material.
Relevancy: Each GE course relies upon current knowledge, technology, and instructional materials to achieve its objectives, as appropriate.
Area A—Language and Reasoning
Courses in this area develop the principles and applications of language toward logical thought, clear and precise expression, and critical evaluation of communication.
Area A1: English Composition
Course must include both expository and argumentative writing and have an appropriate prerequisite that distinguishes it from a remedial course.
Area A2: Communication and Analytical Thinking
Courses include oral communication, mathematics, logic, statistics, computer languages and programming, and related disciplines. Mathematics courses have a prerequisite of elementary algebra or higher math.
Area B—Natural Sciences
Courses in this area examine the physical universe, its life forms, and its natural phenomena. They include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics, and other scientific disciplines.
Courses in this area should help students develop an appreciation and understanding of the scientific method and encourage an understanding of the relationships between science and other human activities.
Area C—Humanities

Area D—Social and Behavioral Sciences

Courses in this area focus on people as members of society. They include introductory or integ survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology, and related disciplines.

Courses in this area should

- develop an awareness of the method of inquiry used by the social and behavioral sciences;
- stimulate critical thinking about the ways people act and have acted in response to their societies; and
- promote appreciation of how societies and social subgroups operate.

Area E—Lifelong Learning

Courses in this area equip students for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings.

Area E1: Technology and Information Fluency

Courses in this area develop the students' ability to skillfully and effectively make use of two or technological tools to access, evaluate, analyze, integrate, and utilize information in a variety of contexts in order to apply it to decision making, critical thinking, and problem solving in their lives.

Courses in this area provide significant and comprehensive understanding of two or more technological tools, such as multiple computer applications, for the specific purpose of accessing, evaluating, analyzing, integrating, and utilizing information.

Courses in this area emphasize a variety of contexts in which the responsible and ethical use o information and information technology tools can be applied to decision making, critical thinking, and problem solving in students' lives.

Courses in this area encourage information seeking from diverse sources through the use of technology to identify information problems, seek their solutions, and communicate these solutions accurately and creatively.

Courses in this area emphasize that accurate and comprehensive critical evaluation and analys information through the use of technology is a basis for intelligent decision making.

Area E2: Self-Development

Courses in this area encourage attentiveness to health and well-being and to the practical aspects of managing and improving students' lives.

Courses in this area include selective consideration of content, such as human behavior, sexua nutrition, physical and mental health, stress management, financial literacy, social relationships, and relationships with the environment, as well as implications of death and dying and avenues for lifelong learning.

Courses approved for this area should

- analyze the relationship between an individual and the broader society;
- recognize the human body as an integrated organism with systemic functions, such as movement, nutrition, growth, reproduction, and aging;
- examine the study of the mental processes that create consciousness, behavior, emotions, and intelligence;
- encourage students to recognize the human being as an integrated physiological, social, and psychological organism; and
- provide opportunities for students to demonstrate the ability to apply life-success skills.