

The MiraCosta Community College District's programs are consistent with the college's mission, vision, and core values.

The associate degree at MiraCosta College is awarded to students who have successfully demonstrated that they have developed intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity. In addition to these accomplishments, students graduating with an associate degree shall possess sufficient depth in some field of knowledge to contribute to lifetime interest and career pursuit. Majors or areas of emphasis that provide this depth are composed of a minimum of eighteen (18) units.

General education at MiraCosta College introduces the content and methodology of major areas of knowledge. Its purpose is to encourage students to select a broad spectrum of classes. Students completing this program are able to demonstrate the following:

- A. A broad understanding of mathematics, science, social science, humanities, and the arts.
- B. Effective communication in oral and written form.
- C. A multicultural global perspective.
- D. Critical thinking skills that apply analytical and creative approaches to problem solving.
- E. The ability to adapt to new environments and technologies.
- F. Social awareness and responsibility as a participating member of society.

The MiraCosta College general education pattern (Plan A) for the associate in arts and associate in science degree includes the completion of three units each in Areas A1 and A2, three units in Area B, and three units each in Areas C through G.

Courses listed in two different areas (A–E) may be used to satisfy a requirement in one area but not both. Courses completed in Areas F and G may also satisfy other area (A–E) requirements.

A course listed in any area (A–G) may satisfy both a general education and a major requirement.

In lieu of the above, students may satisfy a general education requirement for an associate degree at MiraCosta College by completing the California State University (Plan B) or the University of California (Plan C) certified general education pattern. Placement of courses on the transferable general education patterns is governed by the California State University (CSU) and University of California (UC) and will be in accordance with these transfer policies.

Courses used to meet the MiraCosta College general education and associate degree requirements meet the standards set forth in Board Policy 4025 as follows:

- A. All courses designated for general education (GE) at MiraCosta College fulfill the following universal criteria:
  1. Rigor: Each GE course treats subject matter with a level of intellectual intensity that requires independent study.
  2. Scope: Each GE course introduces the student to a wide range of principles, perspectives, and knowledge within the discipline.
  3. Autonomy: Each GE course is a whole unto itself and not primarily part of a sequence of courses; i.e., each course provides exposure to foundations and fundamental tenets of the discipline.
  4. 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.
  5. Critical thinking: Each GE course develops the student's aptitude for conceptualizing, applying, analyzing, synthesizing, and evaluating information.
  6. 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.
  7. Relevancy: Each GE course relies upon current knowledge, technology, and instructional materials to achieve its objectives, as appropriate.
- B. Specific courses within the GE program at MiraCosta College fulfill the following criteria as related to their area of specialty:
  1. Area A–Language and Reasoning: These courses develop the principles and applications of language toward the following for the student:
    - a. Logical thought.

- b. Clear and precise expression.
- c. Critical evaluation of communication.
  - (1) Area A1: English composition courses must include both expository and argumentative writing. These courses have an appropriate prerequisite that distinguishes them from a remedial course.
  - (2) Area A2: These 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.

2. Area B–Natural Sciences: These courses examine the physical universe, its life forms, and its natural phenomena. These courses also should do the following:

- a. Help the student develop an appreciation and understanding of the scientific method.
- b. Encourage an understanding of the relationships between science and other human activities.

These courses include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics, and other scientific disciplines.

3. Area C–Humanities: These courses study the cultural activities and artistic expressions of human beings. These courses should help the student develop the following:

- a. 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.
- b. An aesthetic understanding.
- c. An ability to make value judgments.

These courses include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.

4. Area D–Social and Behavioral Sciences: These courses focus on people as members of society. These courses should do the following:

- a. Develop an awareness of the method of inquiry used by the social and behavior sciences.

- b. Stimulate critical thinking about the ways people act and have acted in response to their societies.
- c. Promote appreciation of how societies and social subgroups operate.

These courses include introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology, and related disciplines.

- 5. Area E–Lifelong Learning: Courses in this category equip student learners for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings. Technology and information-fluency courses develop the students' ability to skillfully and effectively make use of two or more 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. Self-development courses encourage attentiveness to health and well-being and to the practical aspects of managing and improving students' lives.
  - a. Area E1–Technology and Information Fluency: Courses approved for this category do the following:
    - (1) 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.
    - (2) Emphasize a variety of contexts in which the responsible and ethical use of information and information technology tools can be applied to decision making, critical thinking, and problem solving in students' lives.
    - (3) 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.
    - (4) Emphasize that accurate and comprehensive critical evaluation and analysis of information through the use of technology is a basis for intelligent decision making.
  - b. Area E2–Self-Development: Courses in this category include selective consideration of content, such as human behavior, sexuality, 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 category do the following:

- (1) Analyze the relationship between an individual and the broader society.
- (2) Recognize the human body as an integrated organism with systemic functions, such as movement, nutrition, growth, reproduction, and aging.
- (3) Examine the study of the mental processes that create consciousness, behavior, emotions, and intelligence.
- (4) (4) Encourage students to recognize the human being as an integrated physiological, social, and psychological organism.
- (5) Provide opportunities for students to demonstrate the ability to apply life-success skills.

Active-duty military personnel and U.S. military veterans may satisfy this requirement through submission of a military transcript that demonstrates the completion of basic training or recruit training (DD214, DD295, or other military transcript).

6. Area F—Cultural Diversity: Courses in this category demonstrate sensitivity to and promote a climate of cultural diversity. They focus specifically on a multicultural and global perspective and foster an understanding of the student's role in a global community. Courses that fulfill this requirement introduce and examine the intersection of ethnicity, language, or culture with gender, sexuality, class, or other important social categories, such as religion. The emphasis for any course meeting this requirement must be substantial and thematic rather than incidental or supplemental.

- a. Courses approved for this category meet at least four of the following goals and criteria:
  - (1) Study the history, experience, and specific contributions of one or more groups that are distinct from the dominant culture in the U.S. or the student's country of origin.
  - (2) Increase students' knowledge and understanding of other cultures.
  - (3) Develop an awareness of racism or sexism and its impact on society.
  - (4) Promote critical thinking about issues relevant to one or more groups that are distinct from the dominant culture in the U.S. or the student's country of origin.
  - (5) Identify theories and practices of accommodation, assimilation, integration, and pluralism.
  - (6) Recognize artistic achievements and aesthetic values of non-Western cultures.

- (7) Provide opportunities for students to recognize their own attitude toward cultural diversity.
      - (8) Encourage and stimulate personal discovery of the individual's identity in a culturally diverse world.
    - b. Students can satisfy this requirement by successfully completing one course that MiraCosta College has approved as meeting the cultural diversity criteria and goals. Students may also satisfy the requirement through the submission of an official transcript that demonstrates completion of course work at a regionally accredited college or university that satisfies a cultural-diversity type of requirement.
    - c. Students earning an associate in science degree in registered nursing (ADN) or registered nursing (LVN-to-RN) at MiraCosta College will substantially meet the cultural diversity requirement through completion of the program. Each course in both programs has a component that promotes sensitivity to cultural diversity and fosters an understanding of the student's role in the global community.
  - 7. Area G—American Institutions and History: Courses in this category develop the knowledge and skills necessary for intelligent citizenship. Courses focus on the major events and issues in U.S. history and the political processes used in the United States. Courses approved for this category substantially meet at least one of the following goals and criteria:
    - a. Examine the historical development of American institutions and ideals.
    - b. Examine the U.S. Constitution and structure of federal and state government.

Students may also satisfy the American institutions and history requirement through submission of an official transcript that demonstrates course work completed at a regionally accredited college or university that satisfies an American institution requirement.

Students completing an associate in science degree in registered nursing (Track I: Generic ADN or Track II: LVN-RN) at MiraCosta College will not be required to satisfy the American institutions and history requirement due to the Board of Registered Nursing's licensing-unit limits.

Students may satisfy the requirements for any MiraCosta College general education area (A-G) through submission of an official transcript that demonstrates one of the following:

- A. Completion of an approved course in the same general education area at another California community college.

- B. Completion of a course at a regionally accredited college or university in a comparable general education area.
- C. Completion of a comparable course at a regionally accredited college or university.
- D. A bachelor's or an associate degree from a U.S. regionally accredited institution.

Students who have completed courses at MiraCosta College prior to the implementation of Plan A in fall 2011 may use that course work to meet the Plan A category requirements as long as the course is approved for Plan A in the catalog year under which they are petitioning for the degree.