

The General Education Plan

The documents below are provided for faculty and departments to use in the submission of General Education courses for certification. In addition, there will be two meetings for faculty with the members of the General Education committee to answer any questions.

Attached are

1. The General Education Core
2. The Knowledge Rubric
3. The Critical and Creative Thinking Rubric
4. The Written Communication Rubric
5. The Information Literacy Rubric
6. MCC General Education Core Certification Form
7. Rubric for Initial Assessment of Submitted General Education Courses

Descriptions of the Knowledge Areas

Knowledge of the Physical World and Natural World

In these courses, students will formulate approaches to problem solving that are based on the scientific method and will apply scientific principles in demonstrating their understanding of natural phenomena.

Knowledge of Human Experience and Behavior

In these courses students will critically assess their own core values and assumptions in relation to those held by other individuals, cultures, and societies and apply fundamental research methods to understand and solve problems related to human behavior and societies. Students will demonstrate the ability to discover larger patterns or relationships discriminating among multiple views, and make connections to other times and peoples, their works, beliefs, and cultures.

Knowledge of Human Thought and Expression

In these courses, students will communicate and cultivate contextual understanding of the arts and literature in relationship to society and will engage effectively in creative or interpretive skills and processes. Students will read and analyze a number of texts – texts may include written texts, films, musical compositions or other works of art – and through the practice of analyzing these texts gain a grounding in what makes each work unique while at the same time representative of a specific form of thought or expression.

MCC General Education Core

General Education Distribution	Outcomes	Assessments
<p>Nine Credit Intellectual Skills Core</p> <p>ENG* 101 MAT* XXX Integration Course</p>	<p>Upon completion of each General Education course, the student will</p> <p>Knowledge Areas</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of the fundamental concepts, theories, works or ideas within the specific knowledge area. 2. Comprehend a substantive, exemplary written work in the specific knowledge area. 3. Understand and apply introductory methods of inquiry and analysis in the specific knowledge area. <p>Critical and Creative Thinking</p> <ol style="list-style-type: none"> 4. Explore and comprehend issues, ideas, artifacts and events. 5. Combine or synthesize existing ideas, images or expertise in original ways. 6. Assess or formulate an opinion or conclusion based upon the two previous outcomes in an innovative or imaginative way. <p>Information Literacy</p> <ol style="list-style-type: none"> 7. Evaluate information and its sources critically. 8. Use information effectively to accomplish a specific purpose. 9. Access and use information ethically and legally. <p>Written Communication</p> <ol style="list-style-type: none"> 10. Adhere to genre and disciplinary conventions. 11. Provide clear organization and effective transitions between paragraphs and sentences. 12. Use correct syntax and mechanics. 	<p>One or more common assessments for each General Education course will be used to evaluate the effectiveness of the General Education Curriculum in meeting the three outcomes listed below.</p> <ul style="list-style-type: none"> • Evaluation of the stated course objectives in the standard course outline. <i>Discipline Specific Assignment(s)</i> • An evaluation of the student's comprehension of an exemplary primary work in the discipline (an original source) in addition to the text in the class. <i>Exemplary Work Assignment</i> • An evaluation of a substantive written assignment in the discipline. <i>Written Assignment</i>
<p>Twelve Credit Knowledge Curriculum</p> <p>Knowledge of the Physical and Natural World Knowledge of Human Experience and Behavior Knowledge of Human Thought and Expression</p>		

Liberal Education Rubrics

The Knowledge Rubric¹

Learning Outcomes	Competent	Developing		Beginning or Novice
	3	2	1	0
1. Demonstrates knowledge of the fundamental concepts, theories, works or ideas within the specific knowledge area.	Summarizes and describes foundational concepts, theories, or works accurately, thoroughly with thoughtful details.	Summarizes and describes foundational concepts, theories, or works accurately and thoroughly.	Summarizes and describes foundational concepts, theories, or works accurately but summaries are and descriptions are incomplete.	Shows some familiarity with foundational concepts, theories or works but is unable to summarize or describe them with reasonable accuracy.
2. Interprets and applies concepts and theories in the specific knowledge area.	Provides considerable depth of understanding in the interpretations and analysis demonstrating a strong ability to work with the overall frame of the discipline.	Provides an interpretation of key details in the concepts or ideas; beginning to demonstrate an understanding of the application of concepts and theories relevant to the discipline.	May interpret or apply concepts broadly, not always demonstrating an understanding of concepts and theories.	Little evidence of comprehension beyond simply summary; analysis is compromised by errors in summary and description.
3. Understands and applies introductory methods of research, inquiry, and analysis in the specific knowledge area.	Applies introductory methods of research, inquiry or analysis accurately, thoroughly, and with thoughtful details.	Applies introductory methods of research, inquiry and analysis accurately and thoroughly.	Applies introductory methods of research, inquiry or analysis accurately but not completely.	Vaguely or inaccurately applies introductory methods of research, inquiry or analysis.

Comments:

¹ Each knowledge area will have its own rubric based on the learning outcomes for that area. These will be presented in October. This is a generic template so you can see how the scorecard and rubrics work.

The Intellectual Skills Rubric

Critical and Creative Thinking²

Learning Outcomes	Competent	Developing		Beginning or Novice
	3	2	1	0
4. Clearly states thesis, hypothesis, or position on the issue/problem	Specific position (perspective, thesis/hypothesis) is clear and offers a very specific idea that clearly sets the topic and limits its scope.	Specific position (perspective, thesis/hypothesis) is clear and sets out a clear topic, but does not clearly limit its scope.	Specific position (perspective, thesis/hypothesis) is clearly stated, but offers a vague or general point that can be taken in several directions and/or it is simplistic and obvious.	Specific position (perspective/thesis, hypothesis) does not offer a clear point that can be developed.
5. Sufficiently explains issues or problems	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
6. Identifies and assesses conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Comments:

² Adopted from "CRITICAL THINKING VALUE RUBRIC"

Information Literacy³

Learning Outcomes	Competent	Developing		Beginning or Novice
	3	2	1	0
7. Critically evaluates information from scholarly readings in the course	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa). Begins to identify some contexts when presenting a position.	Does not show an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Does not identify some contexts when presenting a position.
8. Uses information effectively to accomplish a specific purpose	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth.	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	The information from sources is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
9. Accesses and uses information ethically and legally	Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly none or only one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

Comments:

³ Adopted from "INFORMATION LITERACY VALUE RUBRIC"

Written Communication⁴

Learning Outcomes	Competent	Developing		Beginning or Novice
	3	2	1	0
10. Adheres to genre and disciplinary conventions	Demonstrates consistent use of important conventions particular to the specific discipline including organization, content, presentation, and stylistic choices.	Follows expectations appropriate to the specific discipline for basic organization, content, and presentation.	Attempts to use a consistent system for basic organization and presentation but the system is not always consistent with those of the specific discipline.	Does not attempt to adhere to conventions particular to the specific discipline.
11. Provides clear organization and effective transitions between paragraphs and sentences	Organization is clear; transitions between paragraphs and sentences are fully developed and enhance the paper.	Basic organization is apparent; transitions move beyond the simple use of mechanical phrases to connect ideas and the paper demonstrates some attempt to develop and build a point rather than simply list ideas.	The paper is simplistically organized--for instance points are simply added to one another. Transitions are provided but they tend to be mechanical.	The work is unfocused and poorly organized; Little or no sense of transitions; connections between paragraphs and sentences is unclear.
12. Uses correct syntax and mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. Fewer than one error per page.	Uses language that generally conveys meaning to readers with clarity, although writing may include some error (fewer than three per page that do not impede meaning)	Uses language that frequently impedes meaning because of errors in usage. More than three errors per page.

Comments:

⁴ Adopted from "WRITTEN COMMUNICATION VALUE RUBRIC" and Ken Klucznik'sv English 101 Rubrics

MCC General Education Core Certification

Course Number and Name:	Indicate Knowledge Area <input type="checkbox"/> Knowledge of the Physical and Natural World <input type="checkbox"/> Knowledge of Human Experience and Behavior <input type="checkbox"/> Knowledge of Human Thought and Expression	
Course Description (as it appears in the catalog):		
Course Objectives (as they appear in the standard course outline):		
How does this course meet the knowledge area description?		
How does this course meet the philosophy of General Education?		
Assessments/Assignments for General Education Assessment	Outcome(s) Met	Outcomes
<i>Common Discipline Specific Assignment(s)</i>		<p>Knowledge Areas</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of the fundamental concepts, theories, works or ideas within the specific knowledge area. 2. Comprehend a substantive, exemplary written work in the specific knowledge area. 3. Understand and apply introductory methods of inquiry and analysis in the specific knowledge area. <p>Critical and Creative Thinking</p> <ol style="list-style-type: none"> 4. Explore and comprehend issues, ideas, artifacts and events. 5. Combine or synthesize existing ideas, images or expertise in original ways. 6. Assess or formulate an opinion or conclusion based upon the two previous outcomes in an innovative or imaginative way. <p>Information Literacy</p> <ol style="list-style-type: none"> 7. Evaluate information and its sources critically. 8. Use information effectively to accomplish a specific purpose. 9. Access and use information ethically and legally. <p>Written Communication</p> <ol style="list-style-type: none"> 10. Adhere to genre and disciplinary conventions. 11. Provide clear organization and effective transitions between paragraphs and sentences. 12. Use correct syntax and mechanics.
<i>Common Exemplary Work Assignment</i>		
<i>Common Written Assignment</i>		

Department Chair Signature _____ Date _____

Division Director Signature _____ Date _____