

Chipola College



COLLEGE-LEVEL COMPETENCIES IN THE GENERAL EDUCATION CORE

Areas and Purposes of the General Education Core, General Education Core Competencies, and Discipline-Specific Competencies Assessed in General Education Courses

Areas of the General Education Core (as shown in catalog)	General Education Core Competencies	Discipline-Specific Competencies/Outcomes Assessed in General Education Core Courses
<p>Area 1: Social Sciences (SS)</p> <p>6 semester hours 15 courses</p> <p>Purpose: The purpose of a social and behavioral science component in the core curriculum is to increase students' knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, and events and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity</p>	<p>Evaluate Societal and Ethical Issues, Problems, and Values</p>	<p>SS-1 Identify appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.</p> <p>SS-2 Examine social institutions and processes across historical periods, social structures, and/or cultures.</p> <p>SS-3 Explore social content from a different theoretical perspective.</p> <p>SS-4 Develop and explore alternative explanations or solutions for past and contemporary social issues.</p> <p>SS-5 Analyze the effects of historical, social, political, economic, cultural, and global forces in the area under study.</p> <p>SS-6 Chart the cultural or historical evolution of the United States in a social, political, or economic world order.</p> <p>SS-7 Differentiate and analyze historical evidence (documentary and statistical) and differing points of view.</p> <p>SS-8 Set reasonable criteria for the acceptability of historical evidence and social research.</p> <p>SS-9 Analyze, critically assess, and suggest creative solutions to public policy problems.</p> <p>SS-10 Recognize and assume one's responsibility as a citizen in a democratic society by learning to think</p>

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		<p>for oneself, be engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy.</p> <p>SS-11 Identify and understand differences and commonalities within diverse cultures</p>
<p>Area 2: Natural Science (NS)</p> <p>6 semester hours 17 courses</p> <p>Purpose: The purpose of the study of the natural sciences component in the core curriculum is to understand, construct, and evaluate relationships in the natural sciences, and to enable the student to understand the bases for building and testing theories.</p> <p>These discipline-specific objectives are based on the National Science Education Standards.</p>	<p>Understand the History, Nature, Methods, and Limits of Science</p>	<p>NS-1 Gain a basic understanding of science by developing skills that correspond to at least levels 1-3, (knowledge, comprehension, application) in Bloom's Taxonomy of Educational Objectives in the Cognitive Domain.</p> <p>NS-2 Understand science as inquiry by recognizing scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analysis and interpretation.</p> <p>NS-3 Understand the history and nature of science by identifying and recognizing the differences among competing scientific theories, thereby encouraging curiosity and critical thinking that characterize science.</p> <p>NS-4 View science from personal and social perspectives by demonstrating knowledge of issues and problems facing modern science, including issues that touch upon ethics, values and/or public policies.</p> <p>NS-5 Recognize the relationship between science and technology by demonstrating knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.</p>
<p>Area 3: Mathematics (M)</p> <p>6 semester hours 8 courses</p> <p>Purpose: The objective of the mathematics component of the core curriculum is to develop a quantitatively literate college graduate. Every college graduate should be able to apply basic mathematical tools in the</p>	<p>Demonstrate Basic Mathematical Skills and Knowledge</p>	<p>M-1 Apply arithmetic, algebraic, geometric, and higher-order thinking skills to modeling and solving real-world situations.</p> <p>M-2 Represent and evaluate basic mathematical information verbally, numerically, graphically, and symbolically.</p> <p>M-3. Expand mathematical reasoning skills to develop convincing mathematical arguments.</p> <p>M-4 Use appropriate technology to enhance mathematical thinking and understanding and to solve mathematical problems and judge the reasonableness of the results.</p>

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solution of real-world problems		<p>M-5 Interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them.</p> <p>M-6 Develop the view that mathematics is an evolving discipline, interrelated with human culture, and understand its connections to other disciplines.</p>
<p>Area 4: Communication (C)</p> <p>8 semester hours 2 courses</p> <p>Purpose: The purpose of the communications area in the core curriculum is to enable the student to read critically and communicate effectively in clear and correct prose</p>	<p>Comprehend and Articulate Effectively in English</p> <ul style="list-style-type: none"> - Reading - Writing - Oral Communication 	<p>C-1 Understand and demonstrate the writing process through prewriting, drafting, revising, and presenting.</p> <p>C-2 Understand and utilize conventions of Standard American English.</p> <p>C-3 Read, understand, and appropriately apply modes of expression, i.e. description, exposition, narration, and self-expression, in written and oral communication.</p> <p>C-4 Read, understand, and apply basic principles of critical thinking and problem solving in the development of exposition and argumentation.</p> <p>C-5 Develop the ability to research and write a documented paper.</p> <p>C-6 Understand and apply critical reading skills in responding to and discussing written text.</p> <p>C-7 Read about and identify intercultural experiences in essays and literature.</p> <p>C-8 Develop computer and/or library research skills.</p>
<p>Area 5: Humanities (H)</p> <p>7 semester hours 27 courses</p> <p>Purpose: The purpose of the fine and performing arts in the core curriculum is to expand student knowledge of the human condition and human cultures, especially in relation to behaviors, ideas and values expressed in works in the performing arts: music</p>	<p>Interpret, Evaluate, and Appreciate Works of Human Culture</p>	<p>H-1 Demonstrate awareness of the scope and variety of works in the arts and humanities.</p> <p>H-2 Understand a variety of works in the arts and humanities as expressions of individual and human values within an historical and social context.</p> <p>H-3 Respond critically to works in the humanities and fine and performing arts.</p> <p>H-4 Engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the author or visual or performing artist.</p> <p>H-5 Articulate an informed personal reaction to works in the fine and performing arts and humanities.</p>

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<p>performance, music history and theory; theatre performance and theatre history; the visual arts and purpose of art. Through study of disciplines such as literature, philosophy and the visual and performing arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the fine and performing arts and humanities as fundamental in the stature and survival of any society. Students should have experiences in both the arts and humanities.</p>		<p>H-6 Develop an appreciation for the aesthetic principles that guide or govern the humanities and fine and performing arts.</p>
<p>Area 6: Technology (T)</p> <p>Embedded in Many General Education Core Courses</p> <p>Purpose: The purpose of the technology component in the general education core is to equip students with computer application skills.</p>	<p>Use Technology Effectively</p>	<p>T-1 Use a computer to create, save, copy, and print files.</p> <p>T-2 Access and use appropriate software in the content area.</p> <p>T-3 Access, search, and retrieve information from electronic databases and/or the Internet.</p> <p>T-4 Use E-mail to create, send, and retrieve messages, including those with attachments.</p> <p>T-5 Use a calculator to perform basic calculations and to graph and analyze data.</p>