

General Education

Philosophy

General education is designed to enhance the lives of students in the broadest sense. Generally educated people have well-developed reading, writing, speaking and critical thinking skills, and will mobilize these abilities in all areas of their lives, for the rest of their lives. They can ask thoughtful questions, grapple with difficult texts and concepts, consider competing perspectives, challenge arguments and question conventional ideas, absorb new information, admit their own limitations, and demonstrate curiosity and a love of learning.

The ends of general education are more than academic; they are civic, moral, and personal. Civic, because citizens in a democracy need to think, be informed, and work with others in public projects. Moral, because we are bound to uphold rights, to respect diversity, and to oppose the mistreatment of humanity and the natural world. And personal, to enhance self-awareness and intellectual discipline. As generally educated people, we live better in every way.

A GE course is rigorous and challenging, but also responsive to students and relevant to real-world issues. A GE course honors the diversity of its students' opinions and life experiences. A GE course is active, dynamic, probing, far-reaching, and open to unexpected lines of inquiry. A GE course will engage and benefit any student, not only those with a professional or personal interest in the subject.

Student Learning Outcomes for the General Education Program

At the completion of the LMC general education program, a student will:

1. Read critically and communicate effectively as a writer and speaker.

Reading

- Reading is primary source of information and constitutes substantial portion of assignments.
- Students are expected to analyze, synthesize and evaluate concepts, going beyond skills required for literal comprehension of text.

Writing

- Writing is used to develop thinking, promote learning.
- Writing is used as evaluation instrument to measure student progress.
- Students are asked to write with frequency and depth to explore ideas, relationships.
- Students expected to demonstrate college level writing: clarity and command of grammar.

Speaking

- Opportunities for students to explore ideas and communicate orally.
 - Students are expected to demonstrate ability to speak effectively.
2. Understand connections among disciplines and apply interdisciplinary approaches to problem solving.
 - Course connects with other selected disciplines, includes references to commonalities.
 - Course includes concepts, generalizations, principles, values, attitudes and belief systems common to other branches of knowledge.
 - Course reveals to students the interrelatedness of knowledge across the curriculum.
 3. Think critically and creatively
 - Critical thinking is not additional to content, but integral to it; something that defines the manner in which content is organized, conceptualized, applied.
 - Course provides opportunity for students to take charge of their thinking, develop criteria of analyzing and assessing their thinking.
 - Students are expected to demonstrate creative thinking processes which involve novel ways of defining problems, and generating solutions.
 4. Consider the ethical implications inherent in knowledge, decision-making and action.
 - Course embodies values and poses ethical questions which suggest consequences for the future.
 - Course addresses the ethical obligations which can arise from knowledge within the discipline.
 - Students are expected to demonstrate understanding of moral significance, impact of knowledge on society.
 5. Possess a worldview informed by diverse social, multicultural and global perspectives.
 - Course challenges students to consider contrasting experiences, viewpoints and opinions of diverse social groups within the U.S. and/or among other peoples, nations and cultures.
 - Course addresses distinctions of race, class, ethnicity, gender, religion, age, disability, sexual orientation and political persuasion where applicable.
 - Course extends beyond national centrism, where appropriate, to a more inclusive consideration of the international developments, patterns and trends that conjoin Americans with other peoples around the globe.