



Pine Technical & Community College's version of the Minnesota General Education Transfer Curriculum is a 40-credit course cluster designed to transfer by formal agreement to all Minnesota public colleges and universities where it will meet all lower division general education requirements. A 2.0 MnTC GPA is required for recognition of a student's completion of the entire Minnesota Transfer Curriculum. It is certified by the faculty of PTCC as meeting the goals and student competencies for general education agreed to by the faculties and official administrative representatives of all Minnesota public higher education systems. PTCC's transfer curriculum, like similar curricula in all public colleges and universities in the State of Minnesota, is designed to provide students with a broad liberal arts and sciences foundation integrated with communications and thinking skills, and a study of contemporary concerns – all essential to serving an individual student's lifetime personal, social, and career needs. This curriculum recognizes that knowledge of the liberal arts and sciences, by its universality and timelessness, equips students to transcend individual differences and the inevitable changes affecting life in the 21st century.

This curriculum identifies the knowledge and skills people need to participate successfully in a complex and changing world. Its courses emphasize our common membership in the human

community; our personal need for intellectual fulfillment achieved through lifelong learning, and our daily involvement in a diverse world. Courses emphasize diverse ways of knowing, factual content, theories and models, and the creative modes of a broad spectrum of disciplines and interdisciplinary fields. Emphasized equally are the basic skills of discovery, integration, application, and communication.

### Goal Area 1 - Communication

(3 courses: 2 English composition courses, 1 speech/communication course)

To develop writers and speakers who use the English language effectively and who read, write, speak and listen critically. As a base, all students should complete introductory communication requirements early in their collegiate studies. Writing competency is an ongoing process to be reinforced through writing-intensive courses and writing across the curriculum. Speaking and listening skills need reinforcement through multiple opportunities for interpersonal communication, public speaking, and discussion.

Students will be able to:

- Locate, evaluate, and synthesize in a responsible manner material from diverse sources and points of view.
- Select appropriate communication choices for specific audiences.
- Construct logical and coherent arguments.
- Use authority, point-of-view, and individual voice and style in their writing and speaking.

Employ syntax and usage appropriate to academic disciplines and the professional world.

- Understand/demonstrate the writing and speaking processes through invention, organization, drafting, revision, editing and presentation.
- Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.

Course ID	Course Title	Goal Area	Credits
ENGL 1276	College Composition(required)	(Goal 1).....	4
ENGL 1277	Technical Communication	(Goal 1).....	4
ENGL 2200	Advanced Composition	(Goal 1).....	3



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SPCH 1250 Intercultural Communications	(Goal 1, 7) ..	3
SPCH 1270 Introduction to Speech	(Goal 1, 2) ..	3

## Goal Area 2 - Critical Thinking

*(Fulfilled when all 10 goal areas(40 credits) are complete)*

To develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking will be taught and used throughout the general education curriculum in order to develop students' awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems.

Students will be able to:

- Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
- Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.
- Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.
- Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

BIOL 1250 General Biology I	(Goal 2, 3).....	4
BIOL 1251 General Biology II	(Goal 2, 3).....	4
BIOL 1255 Microbiology	(Goal 2, 3).....	3
BIOL 1260 Human Anatomy and Physiology I	(Goal 2, 3).....	4
BIOL 1270 Human Anatomy and Physiology II	(Goal 2, 3).....	4
CHEM 1250 Principles of Chemistry I	(Goal 2, 3).....	4
CHEM 1251 Principles of Chemistry II	(Goal 2, 3).....	4
FYEX 1010 First year Experience: Focus on College	(Goal 2) .....	2
PHYS 1250 College Physics I	(Goal 2, 3).....	4
PHYS 2250 College Physics II	(Goal 2, 3).....	4

SPCH 1270 Introduction to Speech	(Goal 1, 2).....	3
PHIL 1271 Critical Thinking in Modern Society	(Goal 2, 9).....	3

## Goal Area 3 - Natural Sciences

*(2 courses from two different disciplines)*

To improve students' understanding of natural science principles and of the methods of scientific inquiry, i.e., the ways in which scientists investigate natural science phenomena. As a basis for lifelong learning, students need to know the vocabulary of science and to realize that while a set of principles has been developed through the work of previous scientists, ongoing scientific inquiry and new knowledge will bring changes in some of the ways scientists view the world. By studying the problems that engage today's scientists, students learn to appreciate the importance of science in their lives and to understand the value of a scientific perspective. Students should be encouraged to study both the biological and physical sciences.

Students will be able to:

- Demonstrate understanding of scientific theories.
- Communicate their experimental findings, analyses, and interpretations both orally and in writing.
- Evaluate societal issues from a natural science perspective, ask questions about the evidence presented, and make informed judgments about science-related topics and policies.
- Formulate and test hypotheses by performing laboratory, simulation, or field experiments in at least two of the natural science disciplines. One of these experimental components should develop, in greater depth, students' laboratory experience in the collection of data, its statistical and graphical analysis, and an appreciation of its sources of error and uncertainty.

BIOL 1240 Health and Disease in the Human Body	(Goal 3, 9).....	4
BIOL 1250 General Biology I	(Goal 2, 3).....	4
BIOL 1251 General Biology II	(Goal 2, 3).....	4
BIOL 1255 Microbiology	(Goal 2, 3).....	3
BIOL 1260 Human Anatomy and Physiology I	(Goal 2, 3).....	4
BIOL 1262 Biology of Humans	(Goal 3, 9).....	4
BIOL 1263 Critical Issues in Human Biology	(Goal 3, 9).....	4



BIOL 1270 Human Anatomy and Physiology II .....	(Goal 2, 3).....	4
CHEM 1250 Principles of Chemistry I (Goal 2, 3).....		4
CHEM 1251 Principles of Chemistry II (Goal 2, 3) .....		4
ENSC 1250 Introduction to Environmental Science	(Goal 3, 10).....	4
PHYS 1250 College Physics I (Goal 2, 3).....		4
PHYS 2250 College Physics II (Goal 2, 3).....		4

## Goal Area 4 - Mathematical/Logical Reasoning (1 course)

To increase students' knowledge about mathematical and logical modes of thinking. This will enable students to appreciate the breadth of applications of mathematics, evaluate arguments, and detect fallacious reasoning. Students will learn to apply mathematics, logic, and/or statistics to help them make decisions in their lives and careers. Minnesota's public higher education systems have agreed that developmental mathematics includes the first three years of a high school mathematics sequence through intermediate algebra.

Students will be able to:

- Illustrate historical and contemporary applications of mathematics/logical systems.
- Clearly express mathematical/logical ideas in writing.
- Explain what constitutes a valid mathematical/logical argument(proof).
- Apply higher-order problem-solving and/or modeling strategies.

MATH 1256Mathematical Thinking (Goal 4) .....		3
MATH 1258Applied Geometry (Goal 4) .....		3
MATH 1260College Algebra (Goal 4) .....		3
MATH 1265Elementary Statistics (Goal 4) .....		3
MATH 2255Trigonometry (Goal 4) .....		2
MATH 2260Trigonometry (Goal 4) .....		3
MATH 1262Calculus I (Goal 4) .....		5

## Goal Area 5 - History and the Social and Behavioral Sciences

(3 courses from three different disciplines)

To increase students' knowledge of how historians and social and behavioral scientists discover, describe, and explain the behaviors and interactions

among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

Students will be able to:

- Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
- Examine social institutions and processes across a range of historical periods and cultures.
- Use and critique alternative explanatory systems or theories.
- Develop and communicate alternative explanations or solutions for contemporary social issues.

AMST 1205 Significance of Environment in American History (Goal 5, 10).....		3
ANTH 1200 Intro to Anthropology (Goal 5, 8).....		3
ECON 1230 Principles of Macroeconomics (Goal 5, 9).....		3
ECON 1250 Principles of Microeconomics (Goal 5, 8).....		3
HIST 1200 United States History Since 1877 (Goal 5, 7).....		3
HIST 1600 Minnesota History (Goal 5, 10).....		3
POLS 1205 American Government and Politics (Goal 5, 9).....		3
POLS 1210 Environmental Politics (Goal 5, 10) .....		3
PSYC 1200 Introduction to Psychology(Goal 5).....		3
PSYC 1250 Lifespan Development (Goal 5, 7).....		3
PSYC 1220 Environmental Psychology (Goal 5, 10).....		3
PSYC 1225 Health Psychology (Goal 5, 7).....		3
SOCI 1200 Introduction to Sociology (Goal 5, 7).....		3
SOCI 1205 Drugs and Society (Goal 5, 9).....		3
SOCI 1220 Family, Marriage, & Relationships (Goal 5, 7).....		3
SOCI 1225 Human Diversity (Goal 5, 7).....		3

## Goal Area 6 - Humanities and Fine Arts (3 courses from three different disciplines)

To expand students' knowledge of the human condition and human cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the fine arts, students will engage in critical analysis,



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form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

Students will be able to:

- Respond critically to works in the arts and humanities.
- Engage in the creative process or interpretive performance.
- Articulate an informed personal reaction to works in the arts and humanities.
- Demonstrate awareness of the scope and variety of works in the arts and humanities.
- Understand those works as expressions of individual and human values within an historical and social context.

AMST 1200 Popular Culture & American Social Dynamics. (Goal 6, 7).....	3
ARTS 1229 Introduction to Visual Arts (Goal 6) .....	3
ENGL 2276 Multicultural Literature (Goal 6, 7).....	3
ENGL 1280 Introduction to Literature.....	3(Goal 6)
ENGL 2280 Introduction to Creative Writing (Goal 6) .....	3
MUSC 1200 Music Appreciation (Goal 6) .....	3
PHIL 1210 Foundations of Philosophy.....(Goal 6)	3
PHIL 1220 Human Ethics (Goal 6, 9).....	3
PHIL 1230 Philosophy of Religion (Goal 6, 8).....	3

### Goal Area 7 - Human Diversity (1 course)

To increase students' understanding of individual and group differences(e.g. race, gender, class) and their knowledge of the traditions and values of various groups in the United States.

Students should be able to evaluate the United States' historical and contemporary responses to group differences.

Students will be able to:

- Understand the development of and the changing meanings of group identities in the United States' history and culture.
- Demonstrate an awareness of the individual and

institutional dynamics of unequal power relations between groups in contemporary society.

- Analyze their own attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry.
- Describe and discuss the experience and contributions(political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.
- Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.

AMST 1200 Popular Culture & American Social Dynamics. (Goal 6, 7).....	3
ENGL 2276 Multicultural Literature 3 (Goal 6, 7) .....	3
HIST 1200 United States History Since 1877 (Goal 5, 7).....	3
PSYC 1250 Lifespan Development (Goal 5, 7).....	3
PSYC 1225 Health Psychology (Goal 5, 7).....	3
SOCI 1200 Introduction to Sociology (Goal 5, 7).....	3
SOCI 1220 Family, Marriage, & Relationships..... (Goal 5, 7)	3
SOCI 1225 Human Diversity (Goal 5, 7).....	3
SPCH 1250 Intercultural Communications (Goal 1, 7).....	3

### Goal Area 8 - Global Perspective (1 course)

To increase students' understanding of the growing interdependence of nations and peoples and develop their ability to apply a comparative perspective to cross-cultural social, economic and political experiences.

Students will be able to:

- Demonstrate knowledge of cultural, social, religious and linguistic differences.
- Describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions.
- Understand the role of a world citizen and the responsibility world citizens share for their common global future.
- Analyze specific international problems, illustrat-



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ing the cultural, economic, and political differences that affect their solution.

ANTH 1200 Intro to Anthropology	(Goal 5, 8)	3
ECON 1250 Principles of Microeconomics	(Goal 5,8)	3
LASL 1205 American Sign Language I	(Goal 8)	3
LASL 1265 American Sign Language II	(Goal 8)	3
LASL 2270 American Sign Language III	(Goal 8)	3
LASL 2275 American Sign Language IV	(Goal 8)	3
LATN 2200 Intermediate Latin I	(Goal 8)	4
LATN 2250 Intermediate Latin II	(Goal 8)	4
PHIL 1230 Philosophy of Religion	(Goal 6, 8)	3
SPAN 2200 Intermediate Spanish Language & Culture I	(Goal 8)	3
SPAN 2250 Intermediate Spanish Language & Culture II	(Goal 8)	3

### Goal Area 9 - Ethical & Civic Responsibility (1 course)

To develop students' capacity to identify, discuss, and reflect upon the ethical dimensions of political, social, and personal life and to understand the ways in which they can exercise responsible and productive citizenship. While there are diverse views of social justice or the common good in a pluralistic society, students should learn that responsible citizenship requires them to develop skills to understand their own and other's positions, be part of the free exchange of ideas, and function as public-minded citizens.

Students will be able to:

- Analyze and reflect on the ethical dimensions of legal, social, and scientific issues.
- Recognize the diversity of political motivations and interests of others.
- Identify ways to exercise the rights and responsibilities of citizenship.
- Examine, articulate, and apply their own ethical views.
- Understand and apply core concepts (e.g. politics, rights and obligations, justice, liberty) to specific issues.

BIOL 1240 Health and Disease in the Human Body	(Goal 3, 9)	4
BIOL 1262 Biology of Humans	(Goal 3, 9)	4

BIOL 1263 Critical Issues in Biology	(Goal 3, 9)	4
ECON 1230 Principles of Macroeconomics	(Goal 5, 9)	3
PHIL 1220 Human Ethics	(Goal 6, 9)	3
PHIL 1271 Critical Thinking in Modern Society	(Goal 2, 9)	3
POLS 1205 American Government and Politics	(Goal 5, 9)	3
SOCI 1205 Drugs and Society	(Goal 5, 9)	4

### Goal Area 10 - People and the Environment (1 course)

To improve students' understanding of today's complex environmental challenges. Students will examine the interrelatedness of human society and the natural environment. Knowledge of both bio-physical principles and sociocultural systems is the foundation for integrative and critical thinking about environmental issues.

Students will be able to:

- Propose and assess alternative solutions to environmental problems.
- Articulate and defend the actions they would take on various environmental issues.
- Explain the basic structure and function of various natural ecosystems and of human adaptive strategies within those systems.
- Discern patterns and interrelationships of bio-physical and socio-cultural systems.
- Describe the basic institutional arrangements (social, legal, political, economic, religious) that are evolving to deal with environmental and natural resource challenges.
- Evaluate critically environmental and natural resource issues in light of understandings about interrelationships, eco-systems, and institutions. Propose and assess alternative solutions to environmental problems.

AMST 1205 Significance of Environment in American History	(Goal 5, 10)	3
BIOL 1217 Nutrition and Wellness	(Goal 10)	3
ENSC 1250 Introduction to Environmental Science	(Goal 3, 10)	4
HIST 1600 Minnesota History	(Goal 5, 10)	3
POLS 1210 Environmental Politics	(Goal 5, 10)	3
PSYC 1220 Environmental Psychology	(Goal 5, 10)	3



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