PROPOSED REVISIONS TO QUEENSBOROUGH'S GENERAL EDUCATION OBJECTIVES

Prepared by the Special Committee of the Academic Senate on General Education Objectives
February 20, 2007

Revised at Open Forum of March 21, 2007 and Meeting with Students April 18, 2007

QUEENSBOROUGH'S STATEMENT OF EDUCATIONAL GOALS AND OBJECTIVES

Educational Goals

Students graduating with an Associate's degree will:

- *for transfer programs:* meet requirements for successful transfer into upper division of baccalaureate programs
- *for career programs:* demonstrate mastery of discipline-specific knowledge, skills, and tools required for entry into or advancement in the job market in their field

Educational Objectives

To achieve these goals, students graduating with an Associate's degree will:

1. communicate effectively through reading, writing, listening and speaking
2. use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions
3. reason quantitatively and mathematically as required in their fields of interest and in everyday life
4. use information management and technology skills effectively for academic research and lifelong learning
5. integrate knowledge and skills in their program of study
6. differentiate and make informed decisions about issues based on multiple value systems
7. work collaboratively in diverse groups directed at accomplishing learning objectives
8. use historical or social sciences perspectives to examine formation of ideas, human behavior, social institutions, or social processes
9. employ concepts and methods of the natural and physical sciences to make informed judgments
10. apply aesthetic and intellectual criteria in the evaluation or creation of works in the humanities or the arts

***PROPOSED REVISIONS TO GENERAL EDUCATION OBJECTIVES
AND SUGGESTIONS FOR LEARNING OUTCOMES***

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FROM	TO
EDUCATIONAL OBJECTIVES *In May 2002 the Academic Senate of the College adopted the following statement of educational objectives for Associate degree programs.* **GENERAL OBJECTIVES** Students graduating with an Associate's degree will be able to • meet requirements for successful transfer into the junior year of baccalaureate programs (transfer programs) • demonstrate mastery of discipline-specific knowledge, skills, and tools required for entry into or advancement in the job market in their filed (career programs)	**EDUCATIONAL GOALS AND OBJECTIVES** **EDUCATIONAL GOALS** Students graduating with an Associate's degree will: • *for transfer programs:* meet requirements for successful transfer into upper division of baccalaureate programs • *for career programs:* demonstrate mastery of discipline-specific knowledge, skills, and tools required for entry into or advancement in the job market in their field

GENERAL EDUCATION SKILLS Students graduating with an Associate's degree will be able to	**EDUCATIONAL OBJECTIVES** To achieve these goals, students graduating with an Associate's degree will be able to:	
		Sample Suggestions for Learning Outcomes
• write, read, listen, and speak clearly and effectively	1. communicate effectively through reading, writing, listening, and speaking	• interpret texts critically • use writing to create and clarify meaning • write in varied rhetorical modes, poetic forms and voices • use writing and oral communication to connect prior knowledge to disciplinary discourse • apply principles of critical listening to evaluate information • speak clearly, accurately, and coherently in several modes of delivery

• use analytical reasoning skills and apply logic to solve problems	2. use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions	• distinguish the problem or question from a proposed solution or answer • differentiate between facts, assumptions, and conclusions in the formulation of a proposed solution or answer • evaluate the quality of evidence • describe and compare the way questions, issues, or problems are formulated within various fields of study
• use quantitative skills and mathematical reasoning to solve problems	3. reason quantitatively and mathematically as required in their fields of interest and in everyday life	• identify problems that need a mathematical solution, and use computational methods in the mathematics applicable in everyday life • use the language, notation, and inductive and deductive methods of mathematics to formulate quantitative ideas and patterns • use mathematics appropriate to specific fields of study • estimate when doing mathematical calculations • employ technology to collect, process, and present mathematical information • describe mathematical, statistical and probabilistic models and methods, and identify how they are used to obtain knowledge • organize and interpret data and use the data to draw conclusions
• use information management skills effectively for academic research and lifelong learning	4. use information management and technology skills effectively for academic research and lifelong learning	• determine the extent of information needed for a research question, problem or issue • access needed information effectively and efficiently • evaluate information and its sources critically and assimilate selected information • use information effectively to accomplish a specific purpose

		- demonstrate an understanding of the economic, legal, social, and ethical issues surrounding the use of information and information technology - employ technology in research and fields of interest - identify the role of technology and its impact on the individual, society and the environment
integrate knowledge and skills in their major field and across disciplines	5. integrate knowledge and skills in their program of study	- create coherent, documented essays, presentations, or solutions to problems based on gathering, analyzing, and comparing evidence from more than one perspective - demonstrate critical and creative thought by producing new arguments, art or solutions to complex problems - analyze and compare evidence to support/refute different points of view on a particular topic - complete sequential courses that use knowledge and skills from a previous course to master the higher level course - complete a culminating assignment in a capstone course
differentiate and make informed decisions about issues based on value systems (ethical, philosophical, religious, cultural, and political)	6. differentiate and make informed decisions about issues based on multiple value systems	- identify the key elements of issues and analyze them from the perspectives of multiple value systems - identify values and their origins in culture, religion, philosophy, political, social or economic theory - differentiate ethical and non-ethical elements in arguments and/or behavior - distinguish facts from values in issues - apply varying values or ethical principles and approaches to respond to questions, dilemmas, or problems and describe alternate outcomes

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• use personal and collaborative skills for personal growth and to establish constructive relationships in a diverse society	7. work collaboratively in diverse groups directed at accomplishing learning objectives	• work in groups to accomplish learning tasks and reach common goals • demonstrate interpersonal skills and accountability in working in diverse groups • design and complete a group project • write or make a presentation based on group work
LIBERAL ARTS AND SCIENCES FOUNDATION Students graduating with an Associate's degree will be able to		
• recognize historical processes in the formation of ideas, cultural movements, political institutions, economic trends, and social structures	8. use historical or social sciences perspectives to examine formation of ideas, human behavior, social institutions, or social processes	• use historical facts to provide context for understanding information • apply discipline-specific methods to retrieve information • apply discipline-specific methods to reconstruct the historical past • interpret information to analyze historical events • use social sciences concepts to analyze human behavior • discuss social institutions from a historical or social sciences perspective • identify social processes in everyday life
• identify concepts and methods of the social sciences to examine human behavior, social institutions, and multi-cultural awareness	(combined with previous objective)	
• identify concepts and methods of the mathematical, physical and biological sciences and make judgments about contemporary issues in science and technology	9. employ concepts and methods of the natural and physical sciences to make informed judgments	• describe fundamental concepts in a field of science • explain and demonstrate the process of scientific inquiry • discuss the role of science and its impact on the individual, society and the environment
• make informed judgments of the humanities and the arts as aesthetic and intellectual experiences	10. apply aesthetic and intellectual criteria in the evaluation or creation of works in the humanities or the arts	• analyze and evaluate literary works • analyze and evaluate works of art • perform or create artistic works