PROPOSED REVISIONS TO QUEENSBOROUGH’S GENERAL EDUCATION OBJECTIVES

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

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

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<tr>
<td><strong>EDUCATIONAL OBJECTIVES</strong></td>
<td><strong>EDUCATIONAL GOALS AND OBJECTIVES</strong></td>
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| *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:
- 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 field (career programs) |
| **GENERAL EDUCATION SKILLS**
Students graduating with an Associate’s degree will be able to |
| • write, read, listen, and speak clearly and effectively | **EDUCATIONAL OBJECTIVES**
To achieve these goals, students graduating with an Associate’s degree will be able to: |
| 1. communicate effectively through reading, writing, listening, and speaking | **Suggestions for Learning Outcomes**
- 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 | 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 | 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 and Recognize Its Applications in Everyday Life  
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 |
| Use Information Management Skills Effectively for Academic Research and Lifelong Learning | 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 |
| 5. integrate knowledge and skills in their program of study | • employ technology in research and fields of interest  
• identify the role of technology and its impact on the individual, society and the environment  
• 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 |
| --- | --- |
| 6. differentiate and make informed decisions about issues based on value systems (ethical, philosophical, religious, cultural, and political) | • 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 |
| 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 |
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<tr>
<th>LIBERAL ARTS AND SCIENCES FOUNDATION</th>
<th>• write or make a presentation based on group work</th>
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<tr>
<td>Students graduating with an Associate’s degree will be able to</td>
<td>8. use historical or social sciences perspectives to examine formation of ideas, human behavior, social institutions, or social processes</td>
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<td>• recognize historical processes in the formation of ideas, cultural movements, political institutions, economic trends, and social structures</td>
<td>• use historical facts to provide context for understanding information</td>
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<td>• apply discipline-specific methods to retrieve information</td>
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<td>• apply discipline-specific methods to reconstruct the historical past</td>
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<td>• interpret information to analyze historical events</td>
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<td>• use social sciences concepts to analyze human behavior</td>
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<td></td>
<td>• discuss social institutions from a historical or social sciences perspective</td>
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<td>• identify social processes in everyday life</td>
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<td>• identify concepts and methods of the social sciences to examine human behavior, social institutions, and multicultural awareness</td>
<td>(combined with previous objective)</td>
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<tr>
<td>• identify concepts and methods of the mathematical, physical and biological sciences and make judgments about contemporary issues in science and technology</td>
<td>9. employ concepts and methods of the natural and physical sciences to make informed judgments</td>
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<td>• make informed judgments of the humanities and the arts as aesthetic and intellectual experiences</td>
<td>• identify fundamental concepts in a field of science</td>
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<td>• explain and demonstrate the process of scientific inquiry</td>
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<td>• describe the role of science and its impact on the individual, society and the environment</td>
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<td>10. apply aesthetic and intellectual criteria in the evaluation or creation of works in the humanities or the arts</td>
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<tr>
<td></td>
<td>• analyze and evaluate literary works</td>
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<tr>
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<td>• analyze and evaluate works of art</td>
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<td>• perform or create artistic works</td>
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