

# OCC GENERAL EDUCATION GOALS & OBJECTIVES

## Based on the NJ Community Colleges/AOA General Education Foundation

New Jersey Community College General Educational Philosophy:

Students are empowered to meet twenty-first century challenges through learning processes that lead to knowledge acquisition, skills mastery, critical thinking, and the exercise of personal, social, and civic responsibilities.

The Colleges maintain responsibility for offering a general education program, whose learning outcomes facilitate attainment of all NJCC Gen. Ed. Learning Goals. Course-level learning outcomes must be consistent with the College-Wide Learning Outcomes that fulfill the NJCC Gen Ed Learning Goals. (Local general education courses must also be consistent with NJCC GE Course Criteria for satisfying requirements).

1. **Written & Oral Communication (Communication)**
  - a. Students will communicate effectively in both speech and writing.
    - i. Students will explain and evaluate what they read, hear, and see.
    - ii. Students will state and evaluate the views and findings of others.
    - iii. Students will logically and persuasively state and support orally and in writing their points of view or findings.
    - iv. Students will evaluate, revise, and edit their communication.
2. **Quantitative Knowledge & Skills (Mathematics)**
  - a. Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.
    - i. Students will construct graphs and charts, interpret them, and draw appropriate conclusions.
    - ii. Students will translate quantifiable problems into mathematical terms and solve these problems using mathematical or statistical operations.
3. **Scientific Knowledge & Reasoning (Science)**
  - a. Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.
    - i. Applying the scientific method, students will analyze a problem and draw conclusions from data and evidence.
    - ii. Students will distinguish between scientific theory and scientific discovery, and between science and its scientific technological applications, and they will explain the impact of each on society.
4. **Technological Competency (Technology)**
  - a. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
    - i. Students will use computer systems and/or other appropriate forms of technology to present information.
    - ii. Students will use appropriate forms of technology to identify, collect, and process info.
    - iii. Students will use appropriate library/learning resource tools such as cataloging systems to access information in reference publications, periodicals, bibliographies, and data bases.
    - iv. Students will recognize when information is needed and be able to locate, evaluate, and use information.
5. **Society & Human Behavior (Social Science)**
  - a. Students will use social science theories and concepts to analyze human behavior and social, economic, and political institutions and to act as responsible citizens.
    - i. Students will analyze and discuss behavioral or societal issues using theories and concepts from a social science perspective.
    - ii. Students will explain how social institutions and organizations influence individual behavior.
    - iii. Students will describe and demonstrate how social scientists gather and analyze data and draw conclusions.
    - iv. Students will apply civic knowledge both locally and globally and engage in activities that exercise personal, social, and civic responsibility.
6. **Humanistic Perspective (Humanities)**
  - a. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.
    - i. Students will describe commonly used approaches and criteria for analyzing works<sup>1</sup>.
    - ii. Students will analyze works<sup>1</sup> applying commonly used approaches and criteria.
    - iii. Students will demonstrate proficiency in the production and comprehension of a foreign language.
7. **Historical Perspective (History)**
  - a. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.
    - i. Students will state the causes of a major historical event and analyze the impact of that event on a nation or civilization.
    - ii. Students will discuss a major idea, movement, invention or discovery, and how it affected the world or American society.
    - iii. Students will demonstrate how writers' interpretations of historical events are influenced by their time, culture, and perspective.
8. **Global & Cultural Awareness**
  - a. Students will understand the importance of a global perspective and culturally diverse peoples.
    - i. Students will link cultural practices and perspectives with geographic and/or historical conditions from which they arose and evaluate the contributions of people from various nations and/or cultures.
    - ii. Students will explain why an understanding of differences in people's backgrounds is particularly important to American society.
    - iii. Students will recognize and explain the possible consequences of prejudicial attitudes and discriminatory actions.
    - iv. Students will be exposed to global linkages in economics, politics, business, health, and other shared cultural concerns.
9. **Ethical Reasoning & Action**
  - a. Students will understand ethical issues and situations.
    - i. Students will analyze and evaluate the strengths and weaknesses of different perspectives on an ethical issue or a situation.
    - ii. Students will take a position on an ethical issue or a situation and defend it.
10. **Information Literacy**
  - a. Students will address an information need by locating, evaluating, and effectively using information.

- i. Students will identify and address an information need.
- ii. Students will access information effectively and efficiently.
- iii. Students will evaluate and think critically about information.
- iv. Students will use information effectively for a specific purpose.
- v. Students will use information ethically and legally.

**11. Independent/Critical Thinking**

- a. Students will demonstrate independent/critical thinking in the humanities, natural sciences, and social sciences
  - i. Students will interpret and evaluate literary and visual art based on stylistic and contextual analysis.
  - ii. Students will arrive at solutions through hypothesis, inquiry, analysis, and interpretation in studying the natural sciences.
  - iii. Students will synthesize diverse ideas and information and draw valid inferences in studying the social sciences.
- 1. In the fields of art, music, or theater; literature; philosophy and/or religious studies and possibly within the context of studying and using a language other than English.

Note: This document should be used in conjunction with the General Education Foundation (September 6, 2011) and the NJCC GE Learning Goal & Suggested Individual College-wide Learning Objective (September 6, 2011).

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