

**Oakland Community College
Academic Senate
Ad Hoc Committee Report:
GENERAL EDUCATION**

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**OAKLAND
COMMUNITY
COLLEGE**

Fall 1997



Memorandum

To: All Faculty and Staff
From: General Education Committee
Date: September 24, 1997
Subject: **Four Proposed Models for Discussion—General Education**

Attached is a document which is the end product of three years of Committee research, discussion, idea generation, and compromise. Based on the strategic value of General Education in the curriculum and the potential impact sweeping changes may have, the Committee chose to develop more than one model for your review and evaluation. Over the next several months we ask that you **take time** to discuss the proposals with your colleagues, departments, disciplines, etc. and decide which model you believe will best serve students and the institution. **Please communicate with any of the committee members listed below for clarification of any aspects and your input. The committee's actions are timely in lieu of North Central's focus on general education.**

| | | |
|------------------------|------------------------|----------------------|
| D. Bartleman- ex. 5558 | J. Berry- ex. 7654 | G. Bryan- ex. 3047 |
| G. Faye- ex. 7644 | D. Fiems- ex. 3029 | A. Ingram- ex. 2662 |
| D. James- ex. 3011 | M. Kokoszka- ex. 7693 | K. Lorencz- ex. 5539 |
| D. Rowe- ex. 5573 | D. Schindler- ex. 6537 | B. Stuart- ex. 6573 |

We wish to give recognition to colleagues who have been members of the committee and have contributed ideas to our final product.

| | | |
|----------------|----------------|--------------|
| Dorothy Buchan | Kathy Chiasson | Meta Lothman |
| Renee Muro | Brent Myers | Uni Susskind |

We value your thoughts and look forward to an exciting and challenging time at OCC.

Memorandum—Faculty and Staff

Page 2

In the spring of 1995, the College Academic Senate created an Ad Hoc Committee for General Education. The charge to the committee included the following: develop a philosophy statement, provide hearings for faculty, design a process for implementation, review current list of general education courses and recommend changes, and oversee progress of findings.

In response to the charge, a committee comprised of 12 representatives from the various campuses was formed and has met monthly and bimonthly as required since spring 1995. The committee's membership was comprised of both teaching and nonteaching faculty and administration. The initial task of the committee was to agree on the process and procedures for the committee to employ as it pursued its task. Once completed and agreed to, the committee moved on to the task of researching literature relating to trends and hard data that bear on this topic. The research effort has been continuous and has relevance to each phase of our charge.

Presented below is a chronology of events preceding the presentation of this document.

- Received charge by the Academic Senate
- Discussed process and procedures for committee
- Researched literature and surveyed other colleges
- Obtained Campus Senate input on key components of General Education
- Compiled each Campus Senate's input to build General Education Attributes List
- Formed subgroups to define attributes
- Obtained consensus on definitions of attributes
- Formed subgroups to identify objectives for each attribute
- Discussed and reached consensus on each attribute *objective*
- Received Senate approval of new General Education Philosophy
- Developed and refined models
- Discussed implementation phases

OAKLAND COMMUNITY COLLEGE
***PROPOSED MODELS FOR IMPLEMENTATION OF
GENERAL EDUCATION***

**Prepared by the General Education
Ad Hoc Committee**

| | <i>Page</i> |
|--|---|
| <i>CONTENTS</i> | 1 |
| Senate Charge | 2 |
| Introduction | 3 |
| Philosophy Statement Adopted by Senate | 3 |
| Outcomes | 4-7 |
| Definitions | 8 |
| Model A | 8-11 |
| Model B | 12 -13 |
| Model C | 14 |
| Model D | 15 |
| Implementation Common to All Models | 16-17 |
| Implementation Process | 18 |
| Bibliography | 19-20 |
| Appendix | Current General Education Distribution List |

OAKLAND COMMUNITY COLLEGE
ACADEMIC SENATE CHARGE TO THE
GENERAL EDUCATION COMMITTEE

- develop a statement of educational philosophy considering in its development the integration of core competencies
- conduct hearings on the statement
- develop a process for implementation of competencies within all general education courses
- review the current list of general education courses in light of the new philosophy of general education and recommend changes

Introduction

There are *two equally* important components of General Education: (1) *human and intellectual experiences* which impart common knowledge, intellectual concepts and attitudes and ensure exposure of students to a wide variety of experiences through a series of distribution requirements emphasizing various areas of human inquiry; and (2) a *set of skills* and abilities labeled "General Education Attributes."

The General Education Attributes were derived from College faculty and rigorous research reviews in the following areas: attributes desired by businesses for college graduates; attributes necessary for success in the most common adult roles of citizen, worker, and family member; and trends in other colleges and universities throughout the country.

PHILOSOPHY OF GENERAL EDUCATION APPROVED BY THE COLLEGE SENATE

General Education is the foundation of every student's program, regardless of his or her area of emphasis, and is intended to impart common knowledge, intellectual concepts and attitudes.

General Education for Oakland Community College students exists to expand their abilities and skills and to develop ideas and values to prepare them to address the issues, problems and technology across the fields of studies .

General education will introduce educational experiences that will encourage students :

- **To communicate effectively**
- **To think critically and creatively**
- **To solve problems analytically, systematically and insightfully**
- **To develop an aesthetic awareness**
- **To acquire interpersonal and personal development skills**
- **To learn independently and collaboratively**
- **To be technologically and scientifically literate**
- **To appreciate diversity and commonality**
- **To develop a strong commitment to social responsibility**
- **To understand the global environment**

Samples of outcomes to define the attributes of General Education.

ATTRIBUTE: To communicate effectively

Students will:

- a. understand and demonstrate the reading, writing and speaking processes through invention, organization, drafting, revision, editing and presentation.
- b. dialog effectively with others and in groups with emphasis on listening, critical and reflective thinking and responding.
- c. locate, evaluate, and synthesize in a responsible manner material from diverse sources and points of view.
- d. select appropriate communication choices for specific audiences.
- e. construct logical and coherent arguments.
- f. use authority, point-of-view, and individual voice and style in their writing and speaking.
- g. employ syntax and usage appropriate to academic disciplines and the professional world.
- h. utilize technologies in an efficient manner.

ATTRIBUTE: To think critically and creatively

Students will:

- a. build an awareness of and apply strategies for improving thinking skills for application to life's experiences.
- b. develop the skills for both convergent and divergent thinking.
- c. persist in independent thought and judgment in addressing issues and formulating opinions.
- d. address the role of perception as an integral component of the thinking process.
- e. apply strategies for evaluating and determining the significance of varying levels of information such as fact, hearsay, gossip and rumor.
- f. develop the ability to discover patterns and their meanings.
- g. utilize a variety of ideas generating strategies including group discussion, independent thought, data gathering and integration of data to create new solutions.
- h. recognize the value of ambiguity, controversy, and confusion as contributing factors in effective thinking.

ATTRIBUTE: To solve problems analytically, systematically and insightfully

Students will:

- a. define a problem, select and use information relevant to the problem's solution, develop an appropriate hypothesis, draw valid conclusions, and judge the validity of the conclusions.
- b. demonstrate a knowledge of the fundamental methods of subjective and objective evaluation, deductive reasoning and inductive thinking and be able to apply that knowledge to appropriate situations.
- c. use statistics and probability to draw accurate conclusions from graphs, tables, and diagrams, transform numerical data from one form of measurement to another understanding issues for scale and rates of change and be able to employ common formulas.
- d. apply fundamental scientific principles as well as the scientific method of inquiry to understand the values and limits of science and scientific research.
- e. recognize the interactions of science, technology and society, as well as the ethical issues generated by science and technology.

ATTRIBUTE: To develop an aesthetic awareness

Students will:

- a. form aesthetic judgments, and develop an appreciation of art and beauty in all its forms.
- b. recognize and appreciate natural and human creations as sources of aesthetic meaning.
- c. demonstrate awareness of aesthetic opportunities within the community.
- d. understand and evaluate how the aesthetic experience may challenge preconceptions and provide for personal insight.

ATTRIBUTE: To acquire interpersonal and personal development skills

Students will:

- a. understand issues and develop skills to manage personal wellness.
- b. manage personal self-concept and self-respect.
- c. understand how personal beliefs, perceptions, emotions and behaviors relate to values, motivations, actions and interactions.
- d. develop the potential to deal effectively with communication as well as social and emotional content in one's environment.
- e. develop skills to cooperate with others.
- f. develop the ability to resolve conflict and create an atmosphere of mutual respect.
- g. learn skills to be able to change personal beliefs, attitudes and social commitments.
- h. learn to monitor internal experiences.
- i. understand that the inner world of the mind has partially been discovered, charted and mapped, and holds truths which can be shared.

- j. understand that it is important to develop intrapersonal and interpersonal awarenesses.

ATTRIBUTE: *To learn independently and collaboratively*

Students will:

- a. demonstrate self-initiative and self-discipline which assist them in the follow through of independent action.
- b. be able to share and delegate responsibility in the planning process, and follow through to ensure completion of the plan.
- c. be able to resolve conflict and demonstrate synergy in a collaborative effort with peers and people in authority.
- d. use the tools of goal setting, planning and time management to reach goals and effectively implement the plan.
- e. take and give effective feedback.
- f. identify deficits of knowledge and seek out solutions.
- g. seek out and use appropriate information sources.
- h. evaluate and integrate information and experiences with current knowledge.
- i. design and implement educational and career plans, monitor personal and/or group progress towards their plans and goals.

ATTRIBUTE: *To be technologically and scientifically literate*

Students will:

- a. understand the nature of technology and its impact on human societies.
- b. be aware of technological advancements.
- c. use appropriate technology in their personal and professional lives.
- d. demonstrate an understanding of the scientific method as an epistemology employed by the physical, biological and social sciences.
- e. recognize the impact of scientific development on the human community.
- f. implement the scientific method in appropriate contexts.
- g. demonstrate an understanding of scientific principles and be able to apply fundamental scientific principles.
- h. understand basic scientific ideas that underlie technology in daily life including technological advances.
- i. understand the role of mathematical language in scientific theories.
- j. understand the differences between verification, testability and the line of demarcation between science and non-science.
- k. recognize science as a human enterprise influenced by societal factors.

ATTRIBUTE: To appreciate diversity and commonality

Students will:

- a. become aware of the similarities and differences that make up the human experience.
- b. understand the development of and changing meaning of group identities in history and culture.
- c. describe and discuss the experience and contributions (e.g. political, economic, social, religious, intellectual and cultural) of the groups that shape all societies and cultures, including groups that have suffered discrimination and exclusion.
- d. understand and experience the interconnections among individuals, cultures, societies and segments of society.
- e. understand and experience interconnections among all realms of knowledge.
- f. become aware of the need for international understanding of the increasingly interdependent global community.
- g. appreciate the impact of personal life choices on the social, cultural and environmental spheres.
- h. analyze personal attitudes (i.e. concepts, beliefs, behaviors) regarding diversity vs. commonality, racism vs. humanitarianism (human kindness), bigotry vs. inclusion.

ATTRIBUTE: To develop a strong commitment to social responsibility

Students will:

- a. develop a proactive stance to envision more positive futures for society.
- b. acquire change agent skills.
- c. identify and analyze social problems and solutions.
- d. apply models for social change.
- e. build the skills and commitment for lifelong involvement on all levels.

ATTRIBUTE: To understand the global environment

Students will:

- a. become aware of the interrelatedness of world resources, political and economic relationships, and human needs.
- b. describe and analyze political, historical, economic, and cultural elements and problems which influence world relations.
- c. evaluate critical environment and natural resource issues in light of understandings about interrelationships, ecosystems, and institutions.
- d. propose and access alternative solutions to environmental problems.
- e. articulate and defend the actions they would take on various environmental issues.
- f. understand the role of global citizenship and the responsibility citizens share for their common global future.

DEFINITIONS

General Education Attribute—attitudes, skills, and values identified by college community as essential for students

*General Education Attribute Course**—course approved for teaching one or more General Education Attributes

*General Education Distribution Course**—one of a set of courses which emphasizes a breadth of exposure to a variety of discipline content

**Note: Courses may qualify as both types*

MODEL A

NARRATIVE FOR COLLEGE CATALOG

In addition to the requirements for an associate degree, candidates must satisfy the General Education Requirement as listed below:

| | |
|---|-----------------------|
| Communication Skills (Mandatory: ENG 151; plus at least one course from ENG 135, 152, 211, ENG 221, 280, 282; SPE 129, 161, 261, 262) | 6 - 12 credits |
| Humanities/Fine Art | 6 - 12 credits |
| Social Sciences | 6 - 12 credits |
| Mathematics/Science (at least one lab science and one math course required) | 8 - 16 credits |
| Technology (computer literacy, applied technology courses) | 3 - 6 credits |

OCC students earning an Associate of Liberal Arts (currently 37 credits of GE), an Associate of Business Administration (currently 38 credits of GE), or an Associate of Science degree (currently 44 credits of GE) must complete at least 38 semester hours of credit within the defined parameters. The Associate of Science degree requires the maximum of 16 semester hours in the mathematics/science category.

The Associate of General Studies degree will require a minimum of 29 credits (currently 26 credits) of General Education as defined below:

| | |
|-----------------------|---|
| Communications Skills | 6-9 credits |
| Humanities/Fine Art | 6-9 credits |
| Social Sciences | 6-9 credits |
| Mathematics/Science | 8-12 credits (either math or science or both) |
| Technology | 3-6 credits |

The Associate of Applied Science degree will require 20 credits (currently 19 credits required):

| | |
|----------------------|--|
| Communication Skills | 3 - 6 credits |
| Humanities/Fine Art | 3 - 6 credits |
| Social Sciences | 3 - 6 credits |
| Mathematics/Science | 4 - 8 credits (either math or science or both) |
| Technology | 3 - 6 credits |

In addition to the above, students are required to select a mixture of courses which emphasize all ten of the following General Education Attributes in their course selections:

1. Communicate effectively
2. Think critically and creatively
3. Solve problems analytically, systematically and insightfully
4. Develop Aesthetic awareness
5. Acquire interpersonal and personal development skills
6. Learn independently and collaboratively
7. Be technologically and scientifically literate
8. Appreciate diversity and commonality
9. Develop a strong commitment to social responsibility
10. Understand the global environment

Students will use catalog course descriptions to identify courses which emphasize specific attributes.

DETAILS

- The appropriate courses listed under the categories of Humanities/Fine Arts, Social Sciences, Science/Mathematics, and Technology will need to be defined and, of course, must include *as a primary focus*, one or two of the General Education Core Attributes. In order to graduate, students are required to cover all ten General Education Attributes in their course selections.

- Transcripts will list all ten General Education Attributes with a symbol designating completed attributes. This listing should enhance the value of the student's transcript to potential employers. Research on potential employers shows a strong demand for these attributes. (See OCC's Environmental Scanning reports, Curriculum Research Task Force Report, and General Education Ad Hoc Committee minutes.) When and if attribute assessments become refined to provide a grading system, this system may change to grades in attribute skill levels.
- Disciplines will demonstrate an in-depth focus and assessment of one or two attributes based on course catalog descriptions and assessment plans.
- Any College course may focus on and assess one or two attributes, allowing the course to qualify for fulfilling the General Education Attribute Requirement.

IMPLEMENTATION COMMON TO ALL MODELS

- Step 1** Create General Education collegewide attribute groups to assist in staff development of the core attributes; to research attribute learning objectives, teaching techniques and assessment tools; and to develop criteria for approval for use by the General Education Attributes Committee.
- Step 2** Create a General Education Attributes Committee to approve courses as General Education courses based on level of attribute emphasis. If the discipline does not gain approval for at least one attribute in the course(s), then the course(s) is/are not on the General Education course list.
- Step 3** Create a position for curriculum specialist support (also advocated by the Curriculum Review Committee) and a classroom research assessment specialist to help any faculty/discipline who request assistance in creating, selecting and/or writing General Education Attribute learning objectives and measures.
- Step 4** The Curriculum Review Committee will review approved General Education courses to ensure continuing emphasis on the attributes.
- Step 5** Model General Education Attributes throughout the College to create an atmosphere in which the attributes are continuously reinforced. The ten attributes will be emphasized by faculty in all courses. There will be a need for ongoing professional development in the attributes for all faculty and college staff.

SEE PAGES 16-17 FOR THE DETAILED IMPLEMENTATION

Examples

A student interested in math/science can satisfy General Education Requirements as follows:

| | |
|-------------------------|-------------------|
| Communication | 6 credits |
| Hum/Fine Art | 6 credits |
| Soc Science | 6 credits |
| <i>Science/math</i> | <i>16 credits</i> |
| Technology | 4 credits |
| 38 Credits Total | |

A student interested in the social sciences:

| | |
|-------------------------|-------------------|
| Communication | 6 credits |
| Hum/Fine Art | 6 credits |
| <i>Soc Science</i> | <i>12 credits</i> |
| Science/Math | 12 credits |
| Technology | 2 credits |
| 38 Credits Total | |

An student interested in exploring:

| | |
|-------------------------|-----------|
| Communication | 6 credits |
| Hum/Fine Art | 9 credits |
| Soc Science | 9 credits |
| Science/math | 8 credits |
| Technology | 6 credits |
| 38 Credits Total | |

A student interested in communication skills:

| | |
|-------------------------|-------------------|
| <i>Communication</i> | <i>12 credits</i> |
| Hum/Fine Art | 6 credits |
| Soc Science | 6 credits |
| Science/math | 8 credits |
| Technology | 6 credits |
| 38 Credits Total | |

A student interested in business administration:

| | |
|-------------------------|---|
| Communication | 9 credits |
| Hum/Fine Art | 6 credits |
| Soc Science | 9 credits (ECO 261, 262, plus one more) |
| Science/math | 10 credits |
| Technology | 4 credits |
| 38 Credits Total | |

- *We must ensure that the learning objectives for General Education Attributes are being met in the courses selected for inclusion and that General Education Attributes can be measured.*

MODEL B

NARRATIVE FOR COLLEGE CATALOG

In addition to the requirements for an associate degree, candidates must satisfy the General Education requirement as listed below:

To ensure educational experiences in each of the General Education Attributes, students must take at least one course in each attribute. Students may not use a course for more than one attribute. Students will use catalog course descriptions to identify courses which emphasize specific attributes.

The courses or disciplines listed under each attribute are a **tentative list** to help choose the attributes for courses. Any discipline may bring forward an attribute focus for a course to the General Education Committee.

- 1. Communicate Effectively
2 COURSES - ENG 151 AND 152**
- 2. Think Critically and Creatively
MAT, BIO OR CHE OR GSC OR LSC OR PHY OR PSC, PHI 171 OR SPE 158, 161, 261**
- 3. Solve Problems Analytically, Systematically and Insightfully
MAT, BIO OR CHE OR GSC OR LSC OR PHY OR PSC, PHI 171 OR SPE 158, 161, 261**
- 4. Develop Aesthetic Awareness
2 COURSES REQUIRED: ART, HIS 151,152, MUS, PHI, THE, PER**
- 5. Acquire Interpersonal and Personal Development Skills
PSY 251 OR PSY 263, CNS, SPE 129**
- 6. Learn Independently and Collaboratively
RESULT OF TAKING GENERAL EDUCATION COURSES**
- 7. Be Technologically and Scientifically Literate
ECO, SCIENCE CIS, MAT, APPLIED TECHNOLOGY**
- 8. Appreciate Diversity and Commonality
ANT, HIS POL, SOC 251**
- 9. Develop a Strong Commitment to Social Responsibility
POL 151 OR HIS 251**
- 10. Understand the Global Environment
BUS 110 OR BIO 150 OR GEO 151, ECO 261, POL 261, HIS 151 or 152**

In addition, the students must take courses from the General Education list that satisfy the requirements of a specific degree.

DETAILS

- Until 2003, the existing graduation requirements for General Education in the catalog still apply. In 2003, these requirements will expire, except for the following:

A. For the Associate in Science degree

Math 171

Natural Science 16 credit hours

B. For the Associate in Business degree

17 credit hours in business plus 6 credit hours of economics (same as present requirements)

These courses **must** also be used to meet the attribute requirements.

- In addition, to qualify as a General Education course, the course cannot have more than one prerequisite, must be a College level course and may not be a basic skills course.
- Students may not use a course for more than one attribute.
- To meet the General Education Attribute Requirement, students cannot earn more than three attributes from any of the academic areas as defined under Curricula for the College in the 1997-98 OCC Catalog on pages 48-49. (List appears in Appendix at back of packet.)
- Transcripts will list all ten General Education Attributes with a symbol designating completed attributes. (See "Details" at the top of page 10.)

SEE PAGES 16-17 FOR THE DETAILED IMPLEMENTATION

MODEL C

There are five components to this model:

1. Students must complete two interdisciplinary courses. Course descriptions will be developed for four interdisciplinary courses which will cover the ten attributes in some depth. The four interdisciplinary courses will be developed by all disciplines through the 10 collegewide attribute groups within the implementation process described on pages 16-17 with facilitation from the College Academic Senate. Students will be required to fulfill the remaining attributes through other courses.
2. An in-depth focus of one to three attributes will be included in the course catalog description.
3. General Education Content Distribution courses and degree specific courses are required as described in Model A, B or D.
4. In order to qualify as a General Education Content Distribution course, the course must be approved for at least one attribute.
5. Transcripts would list all ten General Education Attributes with a symbol to designate completed attributes. (See "Details" on top of page 10.)

SEE PAGES 16-17 FOR THE DETAILED IMPLEMENTATION

MODEL D

NARRATIVE FOR COLLEGE CATALOG

In addition to the requirements for an associate degree as defined on pages 50-54 in the 1997-98 OCC Catalog, candidates must satisfy the General Education Requirements as listed in the current Course Distribution List in the Appendix.

To ensure educational experiences in all ten of the General Education Attributes, students will take a combination of courses with each course focusing on one or two of the attributes.

For General Education purposes, courses must focus in-depth on one or two attributes. Catalog course descriptions will describe which courses cover the required attributes in-depth. All other distributions remain the same. See pages 48-49 in the 1997-98 OCC Catalog.

In addition, the student must take courses from the General Education List to satisfy the requirements of a specific degree.

SEE PAGES 16-17 FOR THE DETAILED IMPLEMENTATION

IMPLEMENTATION COMMON TO ALL MODELS

Step 1 Create General Education collegewide attribute groups to assist in staff development on the core attributes, to research attribute learning objectives and assessment tools, and to develop criteria for use by the General Education Attributes Committee. Groups will be collegewide and interdisciplinary by nature. Each group will report back to the faculty. Each attribute group will be responsible for developing the criteria for use by the General Education Attributes Committee.

Ten interdisciplinary, collegewide attribute committees (one for each attribute) would be established as soon as possible to research learning objectives, assessment tools and outcomes criteria for each attribute. Memberships on these committees will be open to all faculty. Each attribute group will share their information with the faculty and bring criteria to the College Senate for approval and implementation. The criteria researched by the collegewide attribute committees would be used by the General Education Attributes Committee to evaluate the attribute materials developed by the disciplines.

Each General Education Attribute group will have a budget for literature scanning, guest speakers and relevant conferences.

Step 2 Create a General Education Attributes Committee through the College Senate. Membership will include representation from those in the College community familiar with the curriculum process, outcomes assessment, curriculum review and the General Education history and process.

The purpose of the committee is to approve discipline course proposals which incorporate attributes.

The General Education Attributes Committee will begin by working with the interdisciplinary General Education Attribute groups (described in Step 1) to establish the criteria for approval. Disciplines will then present oral and written materials to the General Education Attributes Committee to indicate that a course satisfies one or two General Education Attributes. These materials will include the revised catalog description, attribute learning objectives and assessments.

If the discipline does not gain approval for courses in the General Education Distribution List from the 1997-98 OCC Catalog for at least one or two attributes in each course by the fall of 2000, then the course will be deleted from the General Education list until approval is attained. In addition, when the Curriculum Review Committee reviews a discipline, the committee will recommend deletion from the General Education list if the attribute(s) is/are not adequately addressed. Beyond the initial review by the General Education Attributes Committee, the standing

Curriculum Review Committee will continue assessment of courses in the discipline as part of its five-year review cycle to validate that General Education Attributes continue to be adequately addressed.

Beginning in the fall 2000, transcripts will list all ten General Education Attributes with a symbol designating which attributes the student has completed. As criteria for assessment of attributes are developed and evaluation is possible, transcripts will list the grades attained in the ten General Education Attributes.

To facilitate the possibility of other course approvals for the General Education list in the future, the Curriculum Committee will utilize its criteria for approval of new courses that meet both goals of intellectual breadth and coverage of one or two attributes for the General Education list.

- Step 3** Create a position for curriculum specialist support. In addition, a collegewide curriculum specialist (also advocated by the Curriculum Review committee) and a classroom research assessment specialist will help any faculty/discipline who request assistance in creating, or selecting and/or writing their General Education Attribute learning objectives and assessments.
- Step 4** The Curriculum Review Committee will review approved General Education courses to ensure continuing emphasis on attributes.
- Step 5** Model General Education Attributes throughout the College to create an atmosphere in which the attributes are continuously reinforced. The ten attributes will be emphasized by faculty in all courses. There will be a need for ongoing professional development in the attributes for all faculty and college staff.

IMPLEMENTATION PROTOCOL

The General Education Committee makes its report to the College Academic Senate Council with the following recommendation.

1. The College Senate Council shall forward the report to the Campus Senates with the request that the Campus Senates:
 - A. Disseminate the report and its recommendation to the Campus Senate membership. Copies of the report and recommendation should be provided to each member of the Senate not the Council membership only.
 - B. The Campus Senates shall hold at least one open forum to discuss the recommendations of the report.
 - C. Individual members of the Senate and the Campus Councils shall prepare written amendments or recommendations to be submitted to the College Senate Council by January 2, 1998.
2. The College Senate Council shall compile the recommendation and distribute them to the Campus Councils by January 15, 1998.
3. The College Senate shall discuss the proposals in February and March. At the March meeting the Senate shall vote on the various modifications that were proposed to the plans. These modifications shall be forwarded to the General Education Committee.
4. Those modifications shall be incorporated by the General Education Committee and the proposals, as modified, shall be returned to the Campus Councils in April for discussion.
5. At the May meeting the College Senate shall by vote reduce the proposals to two and those proposals shall be circulated to the Senate membership.
6. A final vote on the two remaining general education models will be a vote of the total Senate membership in the fall semester of 1998.

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Curricula of the College

Academic Programs and Course Descriptions

Consistent with the concept and philosophy of a comprehensive community college, Oakland Community College offers a curriculum with widely diversified programs of study to meet the varying needs of students and to respond to existing and emerging social and economic trends.

Should the institution feel obligated for reasons including, but not limited to, low enrollment or financial constraints, the College reserves the right to terminate any courses or programs from its offerings.

General Education

It is the philosophy of Oakland Community College to ensure that each student pursuing and completing an associate degree has experienced the General Education component as embodied in the requirements of each Associate Degree program at OCC.

General Education experiences are those which facilitate the development of a broadly educated person—one who is able to think clearly, communicate effectively, make relevant judgments, distinguish among values, and make appropriate applications of knowledge.

If education is viewed as a lifelong process of searching for meaning, students should be encouraged to actively participate in such a search. They should be involved in the application of the materials of instruction in such a manner as to have relevant understandings based on facts rather than on unsupported, preconceived ideas. To do so is to involve an individual in establishing relationships and understandings with oneself, with others, and with nature.

In order to provide a broad exposure in the general education experience, students are encouraged to involve themselves in factual, creative, and intuitive discovery in various fields.

Courses That Satisfy General Education Requirements

Communication/English

ENG 151, 152, 280³, 282
FSC 150
SPE 129, 161, 261, 262³

Fine Arts/Humanities

ARB 151, 153;
ART 151, 152, 153, 154, 155, 156, 157, 158, 160, 161, 165, 167
ENG 161, 171, 172, 251, 252, 253, 254, 265, 275, 280
* ESL 101, 102, 141, 142, 151, 152, 241, 242, 251, 252;

* a maximum of 8 credit hours will count toward the Fine Arts/Humanities General Education requirements.

FRE 151, 153
FSH 150
GER 151, 153
HIS 151¹, 152¹
HUM 151, 152, 171, 190, 272
ITA 151, 153;
JPN 151, 153;
MUS 151, 152, 156, 157, 158, 159
PER 165.3², 165.4², 165.7², 165.8²
PHI 151, 152, 161, 171
PHO 122
SPA 151, 153
SPE 262³
THE 156, 157, 158, 190

* These courses satisfy the Natural Science Lab Science requirement and include a lab fee.

¹ History 151 and 152 may apply for either Social Science or Humanities but not both.

² This course will apply toward Fine Arts/Humanities and/or Physical Education.

³ This course will apply toward communication/English or humanities, but not both.

Mathematics/Science

BIO 150*, 153*, 154*, 155*, 157
CHE 100*, 132*, 150*, 151*, 152*
FSN 150
GSC 153*, 154*, 158*, 162*
LSC 151*
MAT 114, 115, 150, 154, 156, 158, 160, 163, 171, 172, 253, 271
PHY 154*, 161*, 162*, 250*
PSC 156*

Physical Education

EXL 205
PER 159, 162, 165.3², 165.4², 165.5², 165.6², 165.7², 165.8², 174, 174.1, 174.2, 174.3, 174.4, 174.5, 174.6, 180.4, 183.1, 183.2, 183.8, 183.9, 184.1, 184.2, 184.3, 186.2, 192, 192.1, 193, 194.1, 194.2

Social Science

ANT 152, 154, 251, 275
ECO 261, 262
FSS 150
GEO 151
HIS 151¹, 152¹, 155, 170, 251, 252, 261, 262
POL 252, 253, 261
PSY 151, 251, 263, 271, 281
SSC 151, 152, 261, 271
SOC 251, 252, 253, 261

Written Communication

ENG 131, 135, 151, 152, 211, 221

* These courses satisfy the Natural Science Lab Science requirement and include a lab fee.

¹ History 151 and 152 may apply for either Social Science or Humanities but not both.

² This course will apply toward Fine Arts/Humanities and/or Physical Education.

³ This course will apply toward communication/English or humanities, but not both.