

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 objectives facilitate attainment of all NJCC Gen. Ed. Learning Goals. Course-level learning objectives must be consistent with the College-Wide Learning Objectives that fulfill the NJCC Gen. Ed. Learning Goals. (Local general education courses must also be consistent with NJCC GE Course Criteria for satisfying requirements.)

NJCC Goal Categories	NJCC Gen. Ed. Learning Goals	College-Wide General Education Learning Objectives
1 Written & Oral Communication (Communication)	Students will communicate effectively in both speech and writing.	<ul style="list-style-type: none"> a. Students will explain and evaluate what they read, hear, and see. b. Students will state and evaluate the views and findings of others. c. Students will logically and persuasively state and support orally and in writing their points of view or findings. d. Students will evaluate, revise, and edit their communication.
2 Quantitative Knowledge & Skills (Mathematics)	Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.	<ul style="list-style-type: none"> a. Students will translate quantifiable problems into mathematical terms and solve these problems using mathematical or statistical operations. b. Students will construct graphs and charts, interpret them, and draw appropriate conclusions.
3 Scientific Knowledge & Reasoning (Science)	Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.	<ul style="list-style-type: none"> a. Applying the scientific method, students will analyze a problem and draw conclusions from data and evidence. b. 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 or Information Literacy (Technology)	Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.	<ul style="list-style-type: none"> a. Students will use computer systems and/or other appropriate forms of technology to present information. b. Students will use appropriate forms of technology to identify, collect, and process info. c. Students will use appropriate library/learning resource tools such as cataloging systems to access information in reference publications, periodicals, bibliographies, and data bases. d. Students will recognize when information is needed and be able to locate, evaluate, and use information.
5 Society & Human Behavior (Social Science)	Students will use social science theories and concepts to analyze human behavior and social, economic, and political institutions and to act as responsible citizens.	<ul style="list-style-type: none"> a. Students will analyze and discuss behavioral or societal issues using theories and concepts from a social science perspective. b. Students will explain how social institutions and organizations influence individual behavior. c. Students will describe and demonstrate how social scientists gather and analyze data and draw conclusions. d. Students will apply civic knowledge both locally and globally and engage in activities that exercise personal, social, and civic responsibility.
6 Humanistic Perspective (Humanities)	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.	<ul style="list-style-type: none"> a. Students will describe commonly used approaches and criteria for analyzing works*. b. Students will analyze works* applying commonly used approaches and criteria. c. Students will demonstrate proficiency in the production and comprehension of a foreign language. <p>*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.</p>
7 Historical Perspective (History)	Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.	<ul style="list-style-type: none"> a. Students will state the causes of a major historical event and analyze the impact of that event on a nation or civilization. b. Students will discuss a major idea, movement, invention or discovery, and how it affected the world or American society. c. Students will demonstrate how writers' interpretations of historical events are influenced by their time, culture, and perspective.
8 Global & Cultural Awareness	Students will understand the importance of a global perspective and culturally diverse peoples.	<ul style="list-style-type: none"> a. 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. b. Students will explain why an understanding of differences in people's backgrounds is particularly important to American society. c. Students will recognize and explain the possible consequences of prejudicial attitudes and discriminatory actions. d. Students will be exposed to global linkages in economics, politics, business, health, and other shared cultural concerns.
9 Ethical Reasoning & Action	Students will understand ethical issues and situations.	<ul style="list-style-type: none"> a. Students will analyze and evaluate the strengths and weaknesses of different perspectives on an ethical issue or a situation. b. Students will take a position on an ethical issue or a situation and defend it.
10 Independent/Critical Thinking	Students will demonstrate independent/critical thinking in the humanities, natural sciences, and social sciences	<ul style="list-style-type: none"> a. Students will interpret and evaluate literary and visual art based on stylistic and contextual analysis. b. Students will arrive at solutions through hypothesis, inquiry, analysis, and interpretation in studying the natural sciences. c. Students will synthesize diverse ideas and information and draw valid inferences in studying the social sciences.

Note: This document should be used in conjunction with the **General Education Foundation** (8-15-2007) and the **NJCC GE Course Criteria** (8-15-2007).