

## **Recommendations of General Education Work Group**

November 16, 2007

The charge to this committee was to make recommendations to the President on specific issues of concern regarding a detailed proposal on General Education. This detailed proposal was presented to the IWC by the Curriculum Sub-Committee of the Academic Affairs Standing Committee on November 27, 2006. In order to give context for our specific recommendations, the committee is embedding them in a version of the original detailed proposal. The result is a coherent set of recommendations that together comprise a description of the College's program of General Education.

### ***Recommendations***

All students who graduate with an Associate's Degree from Community College of Philadelphia shall be required to a) complete courses in humanities, the social sciences, mathematics, and the natural sciences), b) complete courses in designated essential reasoning and writing skills, c) be introduced to a variety of cultural perspectives central to both a democratic society and to the world, and d) attain technological competency and information literacy.

Students will be introduced to the nature of inquiry in each major area of learning and shall be required to complete courses as follows:

- 3 credit hours in Social Sciences
- 3 credit hours in Humanities (English 101 and 102/112 may not be used to fulfill the Humanities requirement)
- 3 credit hours in Mathematics at the level of Math 118 or above
- at least 3 credit hours in Natural Science
- English 101, and English 102 or English 112

Students shall also be required to complete:

- 3 credit hours in a Writing Intensive Course (English 101, 102, and 112 do not count towards this requirement)

- 3 credit hours in an Interpretive Studies Course
- 3 credit hours in an American Diversity/Global Diversity Studies Course. (This requirement may also be met for students in curricula if the curriculum demonstrates that American Diversity or Global Diversity is embedded in the curriculum.)

A single course may be used to fulfill multiple General Education Requirements.

For example:

- Courses used to fulfill requirements in *major areas of learning* (Social Sciences, Humanities, Mathematics, Natural Science and English 101, 102 or 112) may be used to fulfill requirements in *major academic approaches*.
- A course may not be used to fulfill more than one requirement in *major areas of learning*.
- A course may fulfill more than one requirement in *major academic approaches*; these approaches include Writing Intensive, Interpretive Studies, and American Diversity/Global Diversity Studies Courses.

Specific categories of General Education Requirements are defined as follows:

- A course that fulfills the Social Sciences requirement is a college-level course that focuses on the study of human behavior and/or the relationships of people within societies.
- A course that fulfills the Humanities requirement is a college-level course that emphasizes analysis and exchange of ideas related to human experience, using analytical, critical, or speculative methods. The methods in Humanities differ from the creative expression of the arts or the empirical approaches of the sciences.
- A course that fulfills the Mathematics requirement is designed to promote a solid foundation for the interpretation and understanding of the world through numbers or other measures, using deductive logic, with a synthetic or analytic approach. Courses that focus on the analysis of and drawing of inductive inferences from quantitative data can satisfy this requirement, provided they have a sufficiently

prominent deductive component. Math courses at the level of 118 and above fulfill the Mathematics requirement.

- A course that fulfills the Natural Science requirement is a college-level course, designed to use the scientific method to understand and describe the natural world. Natural sciences include biology, chemistry, earth science, physics, and multi-disciplinary courses such as Science, Technology, and Society.
- A Writing Intensive Course is a college-level course designed to integrate the teaching of writing with the teaching of specific subject matter. Writing Intensive Courses are offered across the curriculum and may overlap with other degree requirements. A Writing Intensive Course should include the practice of general forms of academic or creative writing or the introduction of specific forms of academic writing common to the discipline or set of disciplines pertaining to the course. The course should approach writing as a process of planning, drafting, revising, and editing.
- An Interpretive Studies Course is a college-level course designed to focus on the study, analysis, and interpretation of “primary sources,” defined as those written documents, material artifacts, visual works, and musical works closest to the subject under investigation or created in the historical period or culture under study. In addition, relevant case studies and field research contained within a syllabus would be considered an interpretive endeavor.
- An American/Global Diversity Studies Course is a college-level course designed to focus on either the comparative study of race/ethnicity, gender and gender relations, class, and/or religion in the United States (American Diversity), the study of a country, culture, civilization, or region outside the United States or a comparative analysis of countries, systems, or cultures outside the United States, or the study of a language other than English (Global Diversity). These courses prepare students to function effectively in a democratic society by helping them to understand the complexities and differences among the people of the United States or the complexities and differences between the cultures, languages and history of the United States and other regions of the world.

- Information Literacy is defined as the ability to determine the extent of a need for information, access it effectively and efficiently, evaluate it critically, incorporate the information into a knowledge base, accomplish a specific purpose with it, and access and use this information ethically and legally. Information literacy includes proficiency in *acquisition* (finding, assessing, and utilizing repositories of information, both traditional and electronic) and *integration* (critically evaluating, digesting, and synthesizing information from disparate sources). Successful completion of English 102 satisfies the Information Literacy Requirement. In addition, a curriculum may demonstrate that its students attain Information Literacy within a course or embedded within the curriculum.
- Each curriculum will be required to demonstrate that its students attain Technological Competency appropriate to their field of study. Successful completion of CIS 103 will satisfy the Technological Competency requirement

***The recommendations and the issues raised in the IWC resolution***

**Link to Mission**

The General Education requirements are linked to the College's Mission Statement. The College's Mission includes the provision of a "coherent foundation for college transfer, employment, and life-long learning." The Mission emphasizes providing students with opportunities for transfer to bachelor's programs, preparation for careers, personal enrichment, and participation in the cultural and civic life of the city of Philadelphia.

**College transfer**

The strengthened General Education requirements are linked to the requirements of institutions to which students transfer. In Pennsylvania, the state is in the process of developing a set of agreements which will define the basic goals and content of each of a broad range of courses. The strengthened General Education requirements provide

definitions of social science, mathematics, natural science, and humanities which are consistent with the state standards.

Preparation for students to be informed and concerned citizens, active participants in the cultural life of the city; broad economic, cultural and political concerns in the city and beyond

The requirements are intended to strengthen the personal resources of graduates which potentially extend beyond transfer and preparation for existing jobs. The requirements are based on the idea that holders of degrees should be able to participate in cultural, civic and political life effectively.

The strengthened requirements include more study of the humanities, and a broadened definition of social diversity which includes study of social or cultural groups outside the U.S. This is consistent with the general acknowledgement in higher education that “citizenship” increasingly involves engagement outside of the local community.

Also, issues of civic concern increasingly include consideration of topics with a scientific basis. Strengthened natural science and mathematics requirements respond to that need.

Meeting the changing needs of business, industry and the professions

The strengthened General Education requirements help ensure that students have the abilities and knowledge base that allow them to achieve their career goals. In addition to the requirements of specific curricula, the General Education program requires courses or other experiences that promote strengths in areas that employers consistently list as the ones most necessary for employment in positions of responsibility, including strong ability in written expression, and the ability to analyze and respond to changing situations. Employers also value the ability to work in culturally diverse settings, which is addressed in the diversity requirement. In addition, the requirements include specific skills that employers value, including technological competence and information literacy.

### Personal enrichment

The Mission refers not only to knowledge and skills, but more subjective concepts such as “self-fulfillment,” “insight,” “awareness,” “appreciation,” “curiosity,” “interest,” and “enjoyment.” This emphasis on internal human experience is unusual in community college mission statements, and it is one of the characteristics that gives the College a special identity.

The strengthened humanities requirement (and its separation from the requirement for writing) specifically addresses this aspect of the Mission. Also, the interpretive and diversity requirements help provide the analytical abilities and knowledge base for personal enrichment. A future requirement for civic engagement could promote what the Mission refers to as “self-fulfillment through service to others.”

### Impact on programs

In an attempt to discover and/or evaluate the potential impact of recommended changes in General Education requirements on career and transfer programs, the committee examined changes that would be required within those curricula to comply with the new requirements. Although it does not appear that the new requirements will create a tremendous negative impact on any programs, many, if not all of the programs will see changes. For example, the new Math requirement (understood to be the area of greatest impact) will cause a substantial number of programs to reconfigure their Science/Math requirement. The General Education requirement now stands as six credits in Science *and/or* Math courses, and the recommendation is to require one college-level Math and one Natural Science course, meaning that students will be required to complete at least one Math course. We speculate that this may cause the greatest change compared to the current course-taking patterns of graduates.

Some other anticipated areas of impact on curricula are as follows:

1. Some programs will have to change their current General Education requirements for English from English 102 **or** 112 to English 102 to meet the information literacy requirement. As a result, there may be a decrease in the number of students electing to complete English 112.

2. The new requirement of 3 credit hours in Humanities will require those few programs that have no Humanities requirement to add one. Consequently, there should be an increase in the number of students taking a Humanities course.

In addition, there are some anticipated consequences of the recommendations for departments that offer courses meeting General Education requirements:

3. The new requirement of 3 credit hours in Social Sciences may decrease the number of students who will be taking Social Science courses for those programs that currently require their students to complete 6 credit hours in Social Sciences.

4. A decrease in enrollment in the Natural Science courses can be expected as a result of the new Math and Natural Science requirements, since students could fulfill the requirements by taking only one Natural Science course. It is also possible that there may be a decrease in the number of students who complete a Natural Science course with a lab component, because of students electing to choose a non-lab Natural Science course to fulfill their one Natural Science requirement.

5. There is the possibility that some programs may experience fewer graduates as a result of the strengthened Mathematics requirement. This supposition is based on historical data on pass rates in Mathematics.

### **Timeline**

These recommendations, including lists of courses that meet the various requirements, should be published in the 2009-2010 College Catalog.

### **Assessment and the College Mission**

The Institution Wide Committee identified a need to link College mission, general education requirements and assessment. The College needs to approach this task using principles of effective practice for assessment. Trudy Banta (2006)<sup>1</sup> describes a set of practices that may be a useful guide. One principle is “providing sufficient time for development.” For the longer term, the Academic Master Plan Task Force on Assessment is charged with creating a model for assessment at the course and program levels. This model must include assessment of the general education requirements.

There are a number of models in the literature that are used at colleges and universities. Alfred, Shults and Seybert (2007)<sup>2</sup> suggest using multiple measures to document that students demonstrate general education competencies. Included on their list of possibilities are: portfolios; course embedded assessments; standardized instruments; alumni surveys. Duke University modified their Student Evaluation of Teaching process to include assessment of general education competencies (Thompson & Serra 2005)<sup>3</sup>. Thus, there are many possibilities that can be used to form the model at CCP.

In the shorter term, we recommend that the College follow several steps to provide the links between assessment and general education until a complete assessment model is approved:

Step 1: The development of an institutionally approved set of statements of specific general education learning objectives that are to be assessed. These objectives should be linked explicitly to the College Mission. These components should also be linked to

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<sup>1</sup> Banta, Trudy (2006). SUNY's General Education Assessment Initiative. *Assessment Update*, 18 (1), 3-16.

<sup>2</sup> Alfred, Richard, Christopher Shults, and Jeffrey Seybert (2007). *Core Indicators of Effectiveness for Community Colleges*, 3<sup>rd</sup> ed. American Association of Community Colleges.

<sup>3</sup> Thompson, Robert J. and Matt Serra (2005). Use of Course Evaluations to Assess the Contributions of Curricular and Pedagogical Initiatives to Undergraduate General Education Learning Objectives. *Education*, 125 (4), 693-701.

specific aspects of the general education requirements. The standards created by the State's TAOC group can be used to identify the specific competencies associated with the requirements.

Step 2: College faculty in departments responsible for general education courses or experiences identify and catalog the range of assessments that are used at the course level to document achievement of the general education objectives. There should be an evaluation of whether these assessments adequately demonstrate student competence in those objectives. Results from these assessments should also be used in consideration of the more effective teaching and learning in each of the areas of general education.

We note that Institutional Research conducts annual surveys of graduates concerning their experiences at the College, including the perceived impact of general education objectives. An example of an In-Brief report on this research is available at [http://www.ccp.edu/VPFIN-PL/ir/ir\\_reports/inbrief\\_167.pdf](http://www.ccp.edu/VPFIN-PL/ir/ir_reports/inbrief_167.pdf). The data in these surveys will be used for ongoing assessment.

## **Draft Catalog revisions:**

### **General Education Requirements**

The College is committed to providing all graduates of its associate degree programs with exposure to traditional arts and science disciplines as well as competence in information gathering and use of computer technology. Minimally, students are expected to complete courses in the following areas:

#### 1. Courses in major areas of learning

- Three credit hours in Humanities (ENGL 101 and 102 may not be used to fulfill this requirement)
- Three credit hours in Social Sciences
- Three credit hours in Mathematics
- Three credit hours in Natural Sciences
- English 101, and English 102 or English 112

#### 2. Courses in major academic approaches

- Three credit hours in a Writing Intensive Course (English 101, 102, and 112 do not count towards this requirement)
- Three credit hours in an Interpretive Studies Course
- Three credit hours in an American Diversity/Global Diversity Studies Course. (This requirement may also be met for students in curricula if the curriculum demonstrates that American Diversity or Global Diversity is embedded in the curriculum.)

#### 3. Information Literacy

#### 4. Technological competency

### **Courses that meet the General Education requirements**

For some of the College's programs, specific general education courses are stated as requirements. If there is no specifically stated course requirement, the following listings should be used to determine courses that will meet the general education requirements.

Courses which will meet the **Humanities** general education requirement are in the following areas:

Art History

English (100 and 200 levels, other than 101, 102, 112)  
Foreign Languages  
History  
Humanities  
Music History  
Philosophy

Courses which will meet the **Natural Sciences** general education requirement are in the following areas:

Biology  
Chemistry  
Earth Science  
Physics  
Science, Technology, and Society

Note: Some programs may require that a laboratory science course be completed to fulfill this requirement.

Courses which will meet the **Social Science** general education requirement are in the following areas:

Anthropology  
Earth Science  
Economics  
Education  
Geography  
History  
Justice 171  
Political Science  
Psychology  
Sociology  
Social Science  
Women's Studies

Courses which will meet the **Mathematics** general education requirement:

Mathematics courses at the level of Math 118 and above

Courses which will meet the **American and Global Diversity** Course Requirement:

The list that follows includes those courses that currently fulfill the College's **American and Global Diversity** requirement. This list is updated periodically. Please check with your advisor or the College website to see if courses have been added to the list.

Anthropology 101 Introduction to Anthropology

Anthropology 112 Introduction to Cultural Anthropology  
 Anthropology 202 Gender Roles in Cross Cultural Perspective  
 Anthropology 211 African Peoples and Cultures  
 Anthropology 215 Peoples and Cultures of Asia  
 Art 103 History of Art I  
 Art 104 History of Art II  
 Art 120 Art in Africa  
 Art 205 Modern American Art  
 Earth Science 111 Environmental Conservation  
 Economics 181 Principles of Economics (Macroeconomics)  
 English 125 Community Involvement: Theory & Practice  
 English 170 Folklore in American Life  
 English 211 Survey of British Literature: From Beginnings to 1750  
 English 212 Survey of British Literature: From 1750 to the Modern Era  
 English 221 Survey of American Literature  
 English 222 Survey of American Literature  
 English 230 Asian Literature  
 English 241 Shakespeare  
 English 245 World Literature  
 English 246 World Literature  
 English 256 African Literature  
 English 260 Women and Literature  
 English 297H Literature in the Context of Intellectual History: Ancient and Medieval  
 (Honors)  
 English 298H Literature in the Context of Intellectual History: Modern (Honors)  
 Foreign Language  
 Geography 101 Introduction to Physical Geography  
 Geography 103 Introduction to Human Geography  
 Geography 180 Urban Geography  
 Geography 222 World Regional Geography  
 History 101 United States & PA History  
 History 102 United States & PA History  
 History 103 United States & PA History  
 History 120 Ancient World  
 History 121 Renaissance and Restoration  
 History 122 Modern World  
 History 150 History of American Health Care  
 History 160 History of American Diversity  
 History 170 Religion in American History  
 History 180 Women in History  
 History 213 The African-American in U.S. History  
 History 297H Intellectual History: Ancient and Medieval (Honors)  
 History 298H Intellectual History: Modern (Honors)  
 Humanities 101/102 – Cultural Traditions  
 Humanities 130 Introduction to Japanese Culture and Civilization  
 Humanities 150 Introduction to Latin American Cultures and Civilizations

Humanities 170 Middle East Cultures and Civilizations  
 Humanities 180 Introduction to African Cultures and Civilization  
 Humanities 190 Modern Africa and Asia  
 Humanities/Social Sciences 297H Seminar in the Humanities and Social Sciences:  
     Ancient and Medieval (Honors)  
 Humanities/Social Sciences 298H Seminar in the Humanities and Social Sciences:  
     Modern (Honors)  
 Music 103 Music for Listeners  
 Music 120 Music of Black Americans  
 Music 121 Modern American Music  
 Philosophy 215 Social and Political Philosophy  
 Philosophy 297H Philosophy in the Context of Intellectual History: Ancient and  
     Medieval (Honors)  
 Philosophy 298H Philosophy in the Context of Intellectual History: Modern (Honors)  
 Political Science 101 Introduction to Political Science  
 Psychology 215 Developmental Psychology  
 Psychology 221 Social Psychology  
 Religious Studies 101 Introduction to Religion  
 Sociology 101 Introduction to Sociology  
 Sociology 105 Health and Society  
 Sociology 212 Sociology of Marriage & the Family  
 Sociology 231 Social Problems  
 Sociology 233 The Sociology of Ethnic & Minority Group Relations  
 Women's Studies 101 Introduction to Women's Studies

Courses which will meet the **Writing Intensive** Course requirement are in the following areas:

Anthropology 112 Intro to Cultural Anthropology  
 Architecture 221 History of Architecture and Interiors II  
 Architecture 222 History of Architecture and Interiors II  
 Anthropology 202 Gender Roles in Cross-Cultural Perspectives  
 Anthropology 215 Peoples and Cultures of Asia  
 Chemistry 105 Inquiry into Chemistry  
 Chemistry 117 Chemical Literature  
 Dental Assisting Hygiene 271 Community Dentistry  
 English 102 English Composition  
 English 104 Advanced Writing and Revision  
 English 114 Intro Speech Communications  
 English 116 Interpersonal Communication  
 English 137 Intro to Theatre  
 English 241 Shakespeare  
 English 245 World Literature  
 English 246 World Literature  
 English 260 Women in Literature

English 271 Language of Film  
History 101 Colonial America  
History 102 19<sup>th</sup> Century America  
History 103 20<sup>th</sup> Century America  
History 120 Ancient World  
History 121 Renaissance and Restoration  
History 122 Modern World  
History 150 History of American Health Care  
History 170 Religion in American History  
Humanities 101/102 Cultural Traditions  
Humanities 180 Intro to African Cultures and Civilizations  
Music 105 From Bach to Beethoven  
Music 106 Great Romantic Music  
Music 120 Music of Black Americans  
Music 121 Modern American Music  
Office Administration 262 Business Communication I  
Paralegal Studies 211 Legal Research and Writing II  
Philosophy 101 Intro to Philosophy  
Philosophy 211 Ethical Problems  
Philosophy 215 Social Philosophy  
Philosophy 252 Philosophy of Religion  
Psychology 211 Personality Theory  
Psychology 215 Developmental Psychology  
Sociology 105 Health and Society

Courses which will meet the **Interpretive Studies** Course requirement are in the following areas:

Architecture 221 History of Architecture and Interiors II  
Architecture 222 History of Architecture and Interiors II  
Anthropology 215 Peoples and Cultures of Asia  
Early Childhood Education 241 Children's Literature  
English 102 English Composition  
English 104 Advanced Writing and Revision  
English 114 Intro Speech Communications  
English 131 Acting I  
English 132 Acting II  
English 137 Intro to Theatre  
English 209 Introduction to Literacy: Poetry  
English 241 Shakespeare  
English 245 World Literature  
English 246 World Literature  
English 260 Women in Literature  
History 101 Colonial America  
History 102 19<sup>th</sup> Century America

History 103 20<sup>th</sup> Century America  
History 120 Ancient World  
History 121 Renaissance and Restoration  
History 122 Modern World  
History 150 History of American Health Care  
History 170 Religion in American History  
Humanities 101/102 Cultural Traditions  
Humanities 180 Intro to African Cultures and Civilizations  
Music 105 From Bach to Beethoven  
Music 106 Great Romantic Music  
PLS 211 Legal Research and Writing II  
Philosophy 101 Intro to Philosophy  
Philosophy 211 Ethical Problems  
Philosophy 215 Social Philosophy  
Philosophy 252 Philosophy of Religion  
Psychology 211 Personality Theory

Information Literacy requirement:

English 102 English Composition II

Note: Specific curricula may have approved alternatives for meeting this requirement.  
Note that English 112 does not fulfill the information literacy requirement.

Technological competency requirement:

CIS 103 PC Applications

Note: Specific curricula may have approved alternatives for meeting this requirement

## **Additional recommendations**

The working group has also established some additional recommendations that serve to clarify the original recommendations and assist in their implementation.

### 1. Courses that currently meet the general education requirements:

The recommendations forwarded by the Curriculum Sub-Committee of the Academic Affairs Standing Committee included the following:

“...[A]ll courses that meet the current General Education Distribution Requirements contained in the College catalog will fulfill the corresponding new General Education Requirements for humanities, the social sciences, and mathematics and the natural sciences. Specifically, English 101 and 102/112 may not be used to fulfill the Humanities requirement.”

And:

“All courses certified under the previous Dimension Requirements as meeting the Written Expression or Interpretive Studies Dimensional Requirements will fulfill the corresponding Writing Intensive or Interpretive Studies General Education Requirements. All courses certified in the College catalog as meeting the American Diversity Course Requirement will meet the new American Diversity Requirement... All courses certified in the current College catalog in the Liberal Arts Curriculum as either a Social Science International Emphasis course or a Humanities International Emphasis course will meet the new Global Diversity Requirement.”

These recommendations should be implemented. Our draft of suggested College Catalog language includes lists of courses that meet the requirements according to this recommendation.

### 2. Courses that fulfill multiple requirements

The recommendations presented to the IWC currently read:

“A single course may be used to fulfill multiple General Education Requirements. (For example, a single course could fulfill both Writing Intensive and Interpretive Studies requirements.)”

In order to clarify the existing recommendation on this topic, we recommend the following:

A single course may be used to fulfill multiple General Education Requirements:

- Courses used to fulfill requirements in major areas of learning (Social Sciences, Humanities, Mathematics, Natural Science and English 101, 102 or 112) may be used to fulfill requirements in major academic approaches.
- A course may not be used to fulfill more than one requirement in major areas of learning.
- A course may fulfill more than one requirement in major academic approaches; these approaches include Writing Intensive, Interpretive Studies, and American Diversity/Global Diversity Studies Courses.

### 3. Civic engagement:

The recommendations do not include a specific requirement on civic engagement. However, consistent with the College's mission to prepare students "to be informed and concerned citizens" and to encourage "self-fulfillment based on service to others", we recommend that the College develop and expand opportunities for students to engage in civic affairs and community service, and that the College examine the possibility of including this as a General Education Requirement. This engagement and such a Requirement might include credit or non-credit service learning, volunteer service with civic organizations, participation in student organizations and/or such special programs as the Martin Luther King, Jr. Day of Service, offered through specific curricula or College-wide.

### 4. Implementation: Templates

We recommend the development of a standard template that can be used by curricula as they make the required changes in their programs.

### 5. Implementation: Changes and additions in courses that meet the General Education requirements

We recommend that the Curriculum Facilitation Team assist faculty in the revision or development of courses in order to meet the General Education requirements in various areas. The CFT should use the recommended definitions of the “major areas of learning,” essential reasoning and writing skills, cultural perspectives, and information literacy in assessing whether courses meet various requirements. Recommendations regarding course development or revision related to General Education should be forwarded to the Academic Affairs Council, which would forward recommendations to the Curriculum Sub-Committee of the Academic Affairs Standing Committee for action. The Curriculum Sub-Committee would forward its recommendations to the IWC, which would forward its recommendation to the President.

#### 6. Implementation: the College catalog

We recommend that the College catalog contain the following elements in order to make the General Education requirements easier to understand and implement by advisors and students:

- for each course, a description of how the course may count in the General Education requirements;
- a universal way of identifying General Education requirements.

#### 7. General Education and holders of degrees from other institutions.

It has been pointed out that some Community College of Philadelphia students who hold associate’s or bachelor’s degrees from other institutions may not meet all of the proposed General Education requirements. We recommend that:

Any student who has an earned Associate’s or Bachelor’s degree from an accredited college or university shall not be required to complete the General Education requirements for Associate’s degrees for Community College of Philadelphia.