

## **Providing Feedback on MCCCD General Education Statement**

Between November 2000 and January 2001, we need to gather feedback from the faculty at each college on the proposed general education statement.

The Dean of Instruction and faculty representative to the District Curriculum Committee are responsible for:

1. determining who at your college needs to review the statement and convening those people
2. collecting and documenting the feedback from your college
3. submitting that information by January 30, 2001 to the GEDS co-chairs

We recommend that the process for review of the proposed statement include the following steps:

1. Review the context statement (attached and titled *Context of MCCCD General Education Statement*) which describes why this statement is being developed and the process that has been followed to collect faculty input and prepare draft statements.
2. Describe the process and timeframes for review (attached and titled *Process and Timeframes for Review and Approval of General Education Statement*).
3. Review the current statement (attached and titled *Current Definition of General Studies from the MCCCD Catalog Common Pages*) and the proposed statement (attached and titled *Proposed MCCCD General Education Statement*).
4. Discuss the questions below:
  - What important values, if any, should be included in this statement that have not yet been captured?
  - What values, if any, are reflected in the statement that do not belong there?
  - Does the statement clearly convey an accurate sense of general education at MCCCD? If not, what is unclear, inaccurate, or incomplete?
  - Are there any other suggestions, comments, or thoughts you want to share with the GEDS editing group?
5. Document your college's responses and send them to the GEDS co-chairs.

Your input in this process is valued and greatly appreciated. Edits made to the statement on general education on the basis of faculty input will be incorporated into the statement. To get additional information on this process or to make additional comments, contact your dean of instruction or faculty representative. Thank you for your participation in the development of the MCCCD statement on general education.

## **Context of MCCCCD General Education Statement**

In 1996, MCCCCD was presented with AGECE and given an implementation deadline of Fall 1998. (This deadline was later foreshortened to Spring 1998.) AGECE set down statewide requirements for general education, including a 35-hour limit and new requirements in the areas of cultural diversity, historical, and global awareness. Within those parameters, institutions were free to design their own AGECE, and that charge was given to the General Education and Degrees Subcommittee (GEDS) of the District Curriculum Committee (DCC). GEDS included membership that represented faculty, deans of instruction, and district support staff, including our general education liaison, who co-chaired the statewide committee that drafted AGECE.

Because AGECE necessitated some major rethinking of our general education program, faculty across the district began raising questions about its academic soundness. Faculty members of GEDS voiced these questions and concerns, but were told that there was no time to philosophize about general education because we were compelled to implement AGECE in a timely manner or risk a loss of state funding.

There were two other compelling reasons why the current MCCCCD general education statement needed to be reviewed, expanded, and updated. Several colleges found during the process of their North Central Association (NCA) reviews that the statement was inadequate to address NCA requirements of general education, which include:

- *Mission and purpose statements articulate the centrality of general education;*
- *statements of educational philosophy demonstrate how general education goals are integrated into core, major, and elective courses within the major;*
- *institution-wide general education learning objectives are clearly articulated and publicized; . . .*
- *faculty have ownership and control over the general education curriculum through active participation in appropriate governance structures; and*
- *faculty systematically and comprehensively review the general education curriculum.*

Another motivating factor was the need to align our general education program with the end statements approved by our governing board.

GEDS designed a MCCCCD AGECE and degrees that incorporated AGECE into pathways that corresponded to baccalaureate majors. The MCCCCD AGECE was implemented on schedule in Spring 1998 with a promise from GEDS leadership that our general education commitment and program could be reviewed at leisure once we met the statewide implementation deadline for AGECE.

In Fall 1998, GEDS took a firm stand that the job of articulating a MCCCCD philosophy and definition of general education fell within the purview of the faculty.

During the Spring of 1999, GEDS undertook extensive research to prepare for the drafting of the general education statement. This included a retrospective look at similar work done by a faculty committee in 1984, examples of general education statements and programs from other institutions, and research on the need for general and/or liberal education.

A faculty workgroup was formed among the GEDS membership in Fall 1999 to begin work on this task. GEDS spent considerable time discussing a process by which faculty input from across the district could be solicited, and the outcome was a plan for focus groups to meet at all 10 MCCCCD colleges to address five specific questions about general education. The focus groups were conducted differently at the various colleges. Some invited faculty representatives from all disciplines on campus; some included other people, such as support staff, administrators, and students. By late Spring 2000, all of the colleges had forwarded their input to the GEDS faculty workgroup.

One member of that workgroup integrated all of the input into a first draft of a general education statement, which was then edited by the whole workgroup. That revised draft was presented to the DCC at its June 2000 retreat where small groups met to respond to the statement and suggest revisions. Another member of the workgroup incorporated feedback from the retreat into another revision during the summer.

At its first meeting of the 2000-2001 academic year, GEDS took another look at the draft and recommended further refinement. This resulted in the current draft which is ready for widespread review by a number of groups in the district. At its October 2000 meeting, GEDS formed two workgroups to complete the task of refining and distributing the draft:

1. An editing group—comprised of the original faculty workgroup members (John Lampignano, Rosemary Leary, Marilyn Cristiano, Pete Facciola, Linda Evans) and assigned to manage the ongoing revision of the draft
2. A process group—comprised of Maria Hesse, Mary Briden, and Jean Ann Abel to design a process by which the draft can be distributed for review and an “assignment” similar to the one used by the first focus groups, i.e., specific questions intended to solicit parallel feedback that can then be incorporated into the draft before final approval by the governing board. Linda Evans will provide a background statement describing the history of this process to date in order to provide a context for the draft.

LE: 10/2000

## Process and Timeframes for Review and Approval of General Education Statement

### Characteristics of process

- There will be two cycles:
  - first=general review and feedback
  - second=approval of final document
- The process will be somewhat unique to each college but will require review by faculty at all colleges
- Other district-wide groups will also review
- Two subgroups of GEDS will help with the process:
  - Editing group: faculty members who will continuously incorporate the feedback provided and revise/edit/wordsmith as we move along (Linda Evans, John Lampignano, Rosemary Leary, Peter Facciola, and Marilyn Cristiano)
  - Process group: administrators who will help determine process issues and facilitate the gathering of the feedback and receipt of approvals (Maria Hesse, Mary Briden, Jean Ann Abel)

### General timeframes

- Gather feedback, fall 2000 and early spring 2001
- Obtain approval from DCC at summer retreat 2001
- Send to Governing Board, fall 2001
- Incorporate into catalogs and other documents, effective for fall 2002

Step	Timeframe	Responsible Parties
Determine what type of feedback we are seeking (format and content); what types of questions need to be asked. Create the "assignment."	Develop at November 2000 GEDS meeting	GEDS Committee
Have each Dean of Instruction (DI) and faculty representative to the District Curriculum Committee (DCC) jointly decide who at their college would be the appropriate review bodies, primarily faculty but consider student, faculty, community and administrative feedback	Be prepared to discuss it at the November 2000 GEDS/DCC meeting	College Deans of Instruction and faculty rep. to DCC
Prepare packets with cover memo, background statement, draft of general education statement, and "assignment"; give copies to each DI and faculty rep to DCC	Week after November 2000 GEDS/DCC meeting	GEDS process group

Have the college DI and faculty representative to DCC meet with faculty and staff at their college to gather comments and feedback	November 2000-January 2001; Submit by January 30, 2001	College Deans of Instruction and faculty rep. to DCC
Present the draft document and the process for review to the district Occupational Deans Council and Dean of Instruction Council as an information item	November 2000-January 2001	GEDS Co-chairs
Present the draft document to ASU Main and ASU West General Studies Councils as an information item	November 2000-January 2001	MCCD General Education Representative
Present the draft document and the process for review to the Chancellor's Executive Council and the Governing Board as an information item	November 2000-January 2001	GEDS Co-chairs, Vice-Chancellor
GEDS editing group reviews the feedback and reports feedback to GEDS and DCC	By February 2001 GEDS/DCC meeting	GEDS editing group
GEDS editing group modifies the document to incorporate feedback; reviews final drafts with GEDS/DCC	By March 2001 GEDS/DCC meeting	GEDS editing group
Prepare packets with final draft of statement and cover memo; give copies to each DI and faculty rep to DCC	By April 2001 GEDS/DCC meeting	GEDS process group
Present the document to college curriculum committees for final review	April-May 2001	College Deans of Instruction and faculty rep. to DCC
Review of document and feedback by DCC	Summer 2001 Retreat	GEDS Co-chairs, Vice-Chancellor
Prepare Governing Board action item	Summer 2001	Vice-Chancellor's office
Submit for Governing Board first reading	September 2001	Vice-Chancellor
Obtain Governing Board approval	October 2001	Vice-Chancellor
Distribute copies of final statement to DCC members, curriculum technicians, and others	By October 2001	Vice-Chancellor's office
Incorporate statement in college catalogs and other appropriate documents	Spring 2002 publication cycles	DCC members

## **Current Definition of General Studies from the MCCC Catalog Common Pages**

The Maricopa Community Colleges are committed to the belief that all their graduates should possess the skills and breadth of knowledge necessary to live full and productive lives.

General Studies is that part of a student's associate degree program which provides for the acquisition of the skills and knowledge every literate citizen possesses.

General Studies enhances a student's major area of concentration.

# **Proposed MCCCD General Education Statement**

DRAFT: 11/06/00

## **Definition of General Education**

The general education component of a program of study is intended to help students develop a greater understanding of themselves, their relationship with others, and of the richly diverse world in which they live. A general education heightens the student's appreciation of the complexity of nature, political organizations, and other cultures, and understanding of the significance of a life well-lived.

## **Philosophy of General Education**

The general education experience provides the student with an opportunity to explore broad areas of commonly held knowledge and prepares them to contribute to society through personal, social, and professional interactions with others.

MCCCD is committed to helping students develop qualities that will serve them in many aspects of their lives including:

- Respecting the beliefs, traditions and customs of other cultures.
- Considering the environmental and global impacts of personal and social decisions and actions.
- Continuing to learn throughout their lives.
- Accessing, evaluating, and using information.
- Communicating effectively personally, socially, and professionally.
- Thinking critically, making decisions, and solving problems.
- Using technological and information resources.
- Viewing ideas and events in a historical perspective.
- Working cooperatively with others.
- Being open to new directions, perspectives, and processes.

## **Elements of a General Education**

The general education experience at MCCCD is composed of specific elements designed to provide the learner with essential knowledge and skills in a number of areas including:

Human Communication  
Reading  
Arts and Humanities  
Mathematics  
Natural Sciences  
Social and Behavioral Sciences  
Access to and Use of Information Technology