THE COLLEGE OF THE BAHAMAS
GENERAL EDUCATION PROGRAMME

Introduction

One of the major goals of The College of The Bahamas as identified in Strategic Plan 2002-2007 is to graduate students who are "qualified competent professionals" and who are "proficient communicators equipped with a range of skills and exposed to disciplines other than their own." While courses in the major are designed to provide students with disciplinary, technical and procedural knowledge, the General Education programme at The College of The Bahamas is designed to provide students with a set of competencies essential to their academic success and to their understanding of various basic disciplines and the significance of these disciplines to the wider community. To this end, COB's General Education programme is structured to graduate students who demonstrate critical, reflective and creative thought and who convey those thoughts articulately and confidently in written and oral form. Additionally, it is structured to graduate students who have an appreciation for the complexity of all knowledge, for the interrelationships among the various disciplinary branches of knowledge and for the role they must play in the intellectual, cultural, social and economic life of The Bahamas and the region.

1.0   Programme Goals

   1.1   Through the General Education Programme students become equipped with a range of skills that are honed through nine strands. These include: Literacy, Numeracy, Foreign Language, Humanities, Social Sciences, Natural Sciences, Physical Education/Health/Nutrition, Computer Literacy and Student Development. The general objectives of each strand are identified in Table I below.

Table I: Objectives of the General Education Strands

Strand	Objectives	Approved Courses	
		Lower Level	Upper Level
Literacy: College level English	• Utilise effective reading, writing, speaking and listening skills in daily communication situations • Summarise, analyse, synthesise, interpret and respond to information from a variety of sources • Appreciate multiple perspectives on a variety of local, regional and international issues and concerns • Use Standard English where appropriate • Collect, select, discuss, organise and develop ideas, whether written or spoken, to produce a text that achieves a particular purpose for an intended audience • Organise, conduct and document research to generate information, substantiate claims, analyse patterns and make predictions	ENG 119 ENG 120	ENG 301

Numeracy: College level mathematics	- Demonstrate an understanding of patterns, relations and functions in everyday life - Understand and appreciate how math is used to solve everyday consumer problems - Use mathematical models to represent and understand quantitative relationships - Use mathematical knowledge to solve problems more efficiently	MATH 163 or MATH 167	
Foreign Language: Proficiency in a second language	- Develop proficiency in a foreign language to interact with speakers of the language - Develop the linguistic, intercultural and personal skills required for travel to other countries and for global citizenry - Appreciate and respect people from other countries and cultures - Appreciate how language functions in various cultural contexts including The Bahamas		
Humanities	- Understand and appreciate personal and collective values and their development - Understand and appreciate the diversity of the human experience - Understand the importance of ethics, values, ideals and self-actualisation and their relationship to the life and development of society - Become aware of significant artistic, intellectual and technological achievements of various world cultures - Develop a sense of social responsibility		
Social Sciences	- Understand and appreciate how human society has evolved and functions - Understand and appreciate cultural endeavours and legacies - Develop a sense of social responsibility and good citizenship - Apply concepts of social science to interpret individual and group behaviour and to improve the human condition - Use research techniques to examine social phenomena		

Natural Sciences	• Understand and appreciate how ecosystems function to benefit humanity • Appreciate the need for conservation and sustainable development of natural resources • Appreciate the diversity and functions of plant and animal life • Appreciate physical and chemical processes and the roles they play in sustaining life • Detect patterns and trends in data • Derive information from numerical data • Use problem solving techniques in scientific investigation • Understand how changes in the natural environment affect physical and biological processes		
Physical Education/ Health/ Nutrition	• Understand the relationship between psychological, physical and social health • Apply the principles of health to lifestyle choices • Appreciate the benefits of a physically active lifestyle • Understand the importance of a healthy diet • Identify local food sources and their nutritional benefits • Understand the national implications of healthy and unhealthy lifestyles • Understand the correlation between local, regional and international health problems		
Computer Literacy	• Operate a personal computer • Create, edit, save and print documents • Compose, send and retrieve electronic mail • create, copy and delete files and folders • surf the internet and download information • Use basic system utilities and software such as virus protection, backup and restore	CIS 100	
Student Develop-ment	• Appreciate how the college experience affects personal, social and intellectual development • Access and utilise resources and information to expand knowledge and solve problems • Understand and appreciate self and recognise and respect individual differences • Apply appropriate strategies and techniques to adjust to diverse experiences and challenges in daily life • Develop a sense of social responsibility	COUN 001	

1.2   Courses used to fulfil the General Education requirement must contain Bahamian content. In other words, emphasis is placed on an understanding of Bahamian

culture, society and/or environment. The competencies of this component are identified in Table II below.

Table II: Bahamian Content Competencies

Component	Competencies
Bahamian Content	• Analyse concepts, themes, issues pertinent to The Bahamas • Analyse Bahamian customs, traditions, ideologies and practices • Use Bahamian examples to explain/illustrate concepts, theories or principles • Apply general and/or specialised concepts/theories to the Bahamian experience and to issues of social, economic and cultural development • Recognise the importance of environmental conservation and preservation and of sustainable development • Develop a sense of national pride

1.3   Additionally, courses used to fulfil the General Education requirements must also contain at least two of the following components:
- Interdisciplinary/Multidisciplinary: Emphasis is placed on integrating knowledge, languages and methodologies across the disciplines.
- Literacy: Emphasis is placed on the honing of oral and written communication skills, critical thinking and problem solving.
- Numeracy: Emphasis is placed on the mastery of analytic and computational skills.

The general competencies of each component are identified in Table III below

Table III: Interdisciplinary/Multidisciplinary, Literacy and Numeracy Competencies

Component	Competencies
Inter-disciplinary/ Multi-disciplinary	• Use tools of analysis and the perspectives of various disciplines to bring clarity and enrichment to specific issues • Use two or more disciplinary perspectives to examine/analyse a concept, theme, issue, historical period, etc. • Use/apply interdisciplinary/multidisciplinary approaches to research projects

Literacy	• Explain a text's focus, purpose, audience and context • Distinguish between facts and opinions and between literal and implied meanings • Evaluate the strategies, techniques and methods used to produce print and/or non-print materials • Summarise, analyse, synthesise, interpret and respond to a variety of print and/or non-print materials • Collect, select, discuss, organise and develop ideas, whether written or spoken, to produce a text that achieves a particular purpose for an intended audience • Share, revise and edit information and ideas to produce original written responses • Use language appropriate to a specific context or situation
Numeracy	• Communicate using mathematical concepts • Use statistics to support hypotheses, analyse data, substantiate claims and verify predictions • Use numerical methods to solve problems • Perform basic math computations

2.0 Programme Requirements/Credit Distribution

2.1 To fulfil the General Education requirement for a **bachelor's degree**, students must complete a minimum of 36 credits. Of these 36 credits, students must complete at least 27 credits at the lower level and 9 at the upper level. (See Table IV below.)

2.2 To fulfil the General Education requirement for an **associate's degree**, students must complete a minimum of 27 lower level credits. (See Table IV below.)

Table IV: General Education Credit Distribution

STRANDS	LOWER LEVEL	UPPER LEVEL	TOTAL
Literacy (College level English)	6	3	9
Numeracy (College level math)	3	0	3
Foreign Language (Proficiency in a second language)	6	0	6
Humanities	3	0	3
Social Sciences	3	3	6
Natural Sciences	3	3	6
Physical Education/Health/Nutrition	2	0	2
Computer Literacy	1	0	1
Student Development	0	0	0
TOTAL (minimum)	**27**	**9**	**36**