

**THE BERGEN COMMUNITY COLLEGE  
COMMITTEE ON GENERAL EDUCATION**

**CERTIFICATION OF THE GENERAL EDUCATION STATUS OF A BCC COURSE  
COURSE EVALUATION FORM**

Course Designation and Title \_\_\_\_\_

**1. Does the course fit within one of the following six areas of study?** Yes \_\_\_\_\_ No \_\_\_\_\_

If so, which one(s)? (√ items that apply)

- Communications \_\_\_\_\_
- Humanities \_\_\_\_\_
- Mathematics/Computer Science \_\_\_\_\_
- Natural Sciences \_\_\_\_\_
- Social Sciences \_\_\_\_\_
- Wellness and Exercise Science \_\_\_\_\_

**2. Does the course provide students with the opportunity to develop writing and critical thinking skills through a variety of appropriate critical thinking and writing assignments?** Yes \_\_\_\_\_ No \_\_\_\_\_

**3. Does the course meet the criteria set forth in propositions 1 through 6, below, plus the criteria stated in at least four of the remaining propositions 7 through 14?** Yes \_\_\_\_\_ No \_\_\_\_\_

Fill in the following check-list: (√)

- 1. The course is broad, introductory, and foundational in its field. Yes \_\_\_\_\_ No \_\_\_\_\_
- 2. The course does not presuppose the student's command of highly technical/specialized language, concepts, knowledge, or skills. Yes \_\_\_\_\_ No \_\_\_\_\_
- 3. The course is not "specialized education," which prepares students for particular occupations or specific professional responsibilities. It does not focus narrowly on those skills, techniques, and procedures specific to a particular occupation or profession. Yes \_\_\_\_\_ No \_\_\_\_\_

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| 4. The course covers one or more of the subjects typically required of educated persons that form the shared intellectual heritage of our diverse culture.   | Yes_____ | No_____ |
| 5. The course is <u>general</u> , i.e., not focused upon "majors" or academic and vocational specializations. Its object is "common learning," based upon those realities, experiences, and concerns which all humans share by virtue of their common participation in "the human situation." It seeks the academic and cultural common ground. Its subject matter is part of what all truly educated people have (and ought to have) in common. | Yes_____ | No_____ |
| 6. The course teaches principles and methods of analytic, critical, and systematic inquiry and reasoning that students then apply to the solution of problems relevant to the discipline being studied, thereby enhancing students' ability to make informed, discriminating, and responsible judgments on the basis of logical and critical analysis and evaluation of ideas, events, and issues.   | Yes_____ | No_____ |
| 7. The course includes instruction that presents forms of expression, fields of knowledge, and methods of inquiry fundamental to intellectual growth and to an understanding of the world and of the human condition.  | Yes_____ | No_____ |
| 8. The course fosters literacy in writing, reading, speaking, and listening.   | Yes_____ | No_____ |
| 9. The course includes learning of technological capabilities appropriate to the discipline being studied.   | Yes_____ | No_____ |
| 10. The course fosters forms and levels of information literacy appropriate to the discipline being studied, including the skills and research techniques necessary for effective information access, interpretation, analysis, evaluation, and application.   | Yes_____ | No_____ |
| 11. The course increases a student's consciousness of the important social and ethical concerns of the day.  | Yes_____ | No_____ |
| 12. The course enhances a student's ability to integrate, synthesize, and apply in various contexts core knowledge and skills learned in their coursework, not only in the single course but within and across other courses and disciplines.  | Yes_____ | No_____ |
| 13. The course enhances students' abilities to function as responsible citizens.   | Yes_____ | No_____ |
| 14. The course takes students beyond the acquisition of course-specific knowledge and beyond the immediate application of learning and provides them with opportunities for analysis, synthesis, and evaluation of learning.   | Yes_____ | No_____ |

**4. The course addresses, serves, and supports the goals and objectives of the BCC general education program.**

Yes \_\_\_\_\_ No \_\_\_\_\_

Fill in the following check-list. Check (√) all items that apply.

GOAL-OBJECTIVES	CHECK-OFFS
<b>GOAL 1: Communication</b> – Students will communicate effectively in both speech and writing.	
1.1. Students will analyze, comprehend, and evaluate what they read, hear, and see.	
1.2. Students will state and evaluate the views and findings of others.	
1.3. Students will write and speak clearly and effectively in standard American English.	
1.4. Students will logically and persuasively state and support in speech and in writing their points of view or findings.	
1.5. Students will evaluate, revise, and edit their communications.	
<b>GOAL 2: Critical Thinking, Problem Solving, and Information Processing</b> – Students will use critical thinking and problem solving skills in analyzing information gathered through various media and from a variety of sources.	
2.1. Students will identify a problem and analyze it in terms of its significant parts and in terms of the information needed to solve it.	
2.2. Students will select and use appropriate sources of information in a variety of formats.	
2.3. Students will evaluate information on the basis of its origin, viewpoint, relevance, accuracy, and completeness.	
2.4. Students will recognize weaknesses in arguments such as the use of false or disputable premises, suppression of contrary evidence, faulty reasoning, and emotional loading.	
2.5. Students will formulate and evaluate possible solutions to problems, and they will defend the solutions they choose to implement.	
2.6. Students will use computers and other electronic tools to access, analyze, and present information.	
<b>GOAL 3: Ethical Perspective</b> – Students will recognize, analyze, and assess ethical issues and situations.	
3.1. Students will identify the ethical implications of an issue or a situation.	
3.2. Students will analyze and evaluate the strengths and weaknesses of differing perspectives on an ethical issue or situation.	
3.3. Students will take a position on an ethical issue or situation and defend it with logical arguments.	
<b>GOAL 4: Quantitative Skills</b> – Students will apply appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.	
4.1 Students will translate quantifiable problems into mathematical terms and solve these problems using mathematical or statistical operations.	
4.2 Students will construct graphs and charts, interpret them, and draw appropriate conclusions.	
<b>GOAL 5: Science and Technology</b> – Students will develop an understanding of the nature of science and will be able to distinguish science from other fields of study. Students will apply the scientific method of inquiry to draw conclusions based on verifiable evidence; use scientific theories and knowledge to understand the natural world; and explain the impact of scientific theories, discoveries, and technological changes on society.	
5.1 Students will define science and describe its limitations.	
5.2 Using the scientific method and standard laboratory procedures, students will analyze a problem and draw conclusions from data.	

5.3 Students will distinguish between scientific theory and scientific discovery and between science and its technological application, and will explain the impact of science and technology on society.	
<b>GOAL 6: Society and Human Behavior</b> – Students will use social and behavioral science theories and concepts to analyze human behavior and social and political institutions.	
6.1 Students will analyze and discuss behavioral or societal issues using theories and concepts from a social or behavioral science.	
6.2 Students will explain how social institutions and organizations influence individual behavior and how individual behavior influences social institutions and organizations.	
6.3 Students will describe how social and behavioral scientists gather and analyze data and draw conclusions.	
<b>GOAL 7: Aesthetic Perspective</b> – Students will analyze and evaluate works of the literary, visual, or performing arts.	
7.1. Students will describe commonly used approaches and criteria for analyzing a work of art.	
7.2. Students will analyze works of art using commonly used approaches and criteria.	
<b>GOAL 8: Historical Perspective</b> – Students will analyze historical events and movements in western and/or non-western societies and assess their subsequent significance.	
8.1 Students will state the causes of a major historical event and analyze the impact of that event on a nation or civilization.	
8.2 Students will discuss a major idea, movement, invention, or discovery and explain how it affected the world or American society.	
8.3 Students will show how various interpretations of historical events are influenced by their time, class, culture, and perspective.	
<b>GOAL 9: Diversity and Global Perspective</b> – Students will analyze the implications of commonalities and differences among culturally diverse peoples.	
9.1. Students will link cultural practices and perspectives with the geographical and/or historical conditions from which they arose.	
9.2. Students will explain why an understanding of differences in people's backgrounds is particularly important to American society.	
9.3. Students will recognize and explain the consequences of prejudicial attitudes and discriminatory actions.	
9.4. Students will recognize the needs and concerns common to culturally diverse peoples.	
9.5 Students will recognize contributions made by people from various nations and cultures.	
<b>GOAL 10: Health and Well-Being</b> – Students will demonstrate how to use the concepts of optimum health and fitness to improve and maintain their well-being.	
10.1. Students will identify risk factors in lifestyle health issues (e.g., infections, heart disease, diabetes, obesity, osteoporosis) and describe how changing behavior can minimize these risk factors.	
10.2 Students will analyze an exercise mode relative to its effect on physical and mental well-being.	
10.3 Students will create a model of a personal plan for alternative ways of using discretionary time that contributes to their well-being.	
10.4 Students will analyze selected methods that can be used as a personal plan for stress management.	

5. The learning objectives contained in the course syllabus indicate that the course addresses one or more of the BCC Core Competencies (listed below).\* Yes\_\_\_\_\_ No\_\_\_\_\_

<b>BERGEN COMMUNITY COLLEGE Core Competencies</b>
<b>COMMUNICATION</b> —Students will read, write, speak, and listen effectively.
<b>QUANTITATIVE REASONING</b> —Students will compute accurately, correctly apply mathematical concepts and reasoning, and will correctly interpret, analyze, organize, and display numerical data.
<b>CRITICAL THINKING</b> —Students will actively reflect on, reason about, and form independent judgments on a variety of ideas and information, and use these skills to guide their beliefs and actions.
<b>CIVIC RESPONSIBILITY</b> —Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.
<b>TECHNOLOGICAL AND INFORMATION FLUENCY</b> —Students will demonstrate computer fluency, and will be able to retrieve, organize, analyze, and evaluate information using both technological and traditional means.
<b>PERSONAL SKILLS</b> —Students will demonstrate an awareness of ethics, values, and personal responsibility, and an ability to understand and manage themselves and their commitments.
<b>INTERPERSONAL SKILLS</b> —Students will demonstrate an ability to maintain personal and professional relationships, engage in meaningful teamwork, and resolve conflicts.
<b>APPLIED KNOWLEDGE</b> —Students will demonstrate an understanding of, and apply, bodies of knowledge within and across disciplines.
<b>CREATIVITY AND AESTHETIC APPRECIATION</b> —Students will demonstrate an understanding and appreciation of the creative process, and an ability to think and express ideas creatively.

**The Core Competencies are an outgrowth of the BCC General Education Goals and are intended as guidelines for the development of student learning objectives at the course and program levels. They are consistent with the Middle States Association’s 2002 *Characteristics of Excellence* and the AAUP’s *Statement of Principles on Academic Freedom and Tenure*.**

\*This standard was added per resolution by the GE Committee on 11/28/06.

**6. Is the course transferable – as a general education course – to the requisite number<sup>1</sup> of the four-year colleges/universities to which most BCC transfer-students currently transfer?** Yes \_\_\_\_\_ No \_\_\_\_\_

Fill in the following table as designated and applicable:

<b>4-Year Institution</b>	<b>GE Transfer? "<math>\checkmark</math>" if "Yes"</b>	<b>GE Area into which the Course Transfers</b>	<b>Specify Direct Course Equivalent, if relevant</b>
Montclair State University			
Ramapo College			
Rutgers University			
School of Arts & Sciences (Rutgers, Douglass, & Livingston Colleges)			
Newark College of A&S			
University College			
William Paterson University			
Fairleigh Dickinson University			
NJ City University			
NJIT			

**COURSE MEETS ALL FIVE STANDARDS** Yes \_\_\_\_\_ No \_\_\_\_\_<sup>2</sup>

**COURSE IS APPROVED** Yes \_\_\_\_\_ No \_\_\_\_\_

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<sup>1</sup>See Standard 5 in the General Education Committee's "Certification of the General Education Status of a BCC Course: Policy and Process."

<sup>2</sup>In the event that a course does not meet the transferability criteria stated in Standard 5 in the General Education Committee's "Certification of the General Education Status of a BCC Course: Policy and Process," the Committee is nevertheless free to consider the certification of the course if, on the basis of clear and convincing evidence and cogent argument, the Committee finds that the course is worthy of such consideration regardless of its low "transfer value." However, the Committee shall exercise this freedom prudently and shall not overturn lightly the strong presumption stated in the aforesaid Standard 5.

**ADDENDUM ON THE CERTIFICATION OF "DIVERSITY COURSES"**

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|---|----------|---------|
| 1. Does the course provide students with the knowledge, understanding, and skills necessary to live more productively and effectively in a highly diverse society?  | Yes_____ | No_____ |
| 2. Does the course develop in students an understanding and appreciation of the impact of the histories and cultures of both western and non-western societies on our pluralistic society?  | Yes_____ | No_____ |
| 3. Does the course assist students in thinking critically about current events and issues related to diversity and conflict   | Yes_____ | No_____ |
| 4. Does the course help students understand that one's own attitudes, perspectives, and beliefs are shaped by one's cultural, ethnic, and racial heritage, and by gender, age, sexual orientation, and ability?   | Yes_____ | No_____ |
| 5. Does the course, in a significant manner, include <u>student learning objectives, activities, readings, and assessment techniques</u> designed to motivate students to demonstrate the ability to deal constructively with information, ideas, and emotions associated with issues of diversity? | Yes_____ | No_____ |
| 6. Does the course promote a more reasoned understanding of differences and similarities in our pluralistic society, with regard to such factors as the following?  | Yes_____ | No_____ |
| a. Culture  |          |         |
| b. Ethnicity  |          |         |
| c. Race   |          |         |
| d. Class  |          |         |
| e. Gender   |          |         |
| f. Religion   |          |         |
| g. Age  |          |         |
| h. Sexual Orientation   |          |         |
| i. Disability   |          |         |
| 7. Does the course seek to promote respect for individual differences and the dignity of all people?  | Yes_____ | No_____ |
| 8. Is the course approved for three or more credits?  | Yes_____ | No_____ |

**COURSE APPROVED FOR "DIVERSITY" STATUS** Yes\_\_\_\_\_ No\_\_\_\_\_