

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 _____

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 general, 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
<u>GOAL 1: Communication</u> – Students will communicate effectively in both speech and writing.	
<u>GOAL 2: Critical Thinking, Problem Solving, and Information Processing</u> – Students will use critical thinking and problem solving skills in analyzing information gathered through [various] media and from a variety of sources.	
<u>GOAL 3: Ethical Perspective</u> – Students will recognize, analyze, and assess ethical issues and situations.	
<u>GOAL 4: Quantitative Skills</u> – Students will apply appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.	
<u>GOAL 5: Science and Technology</u> – 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.	
<u>GOAL 6: Society and Human Behavior</u> – Students will use social and behavioral science theories and concepts to analyze human behavior and social and political institutions.	
<u>GOAL 7: Aesthetic Perspective</u> – Students will analyze and evaluate works of the literary, visual, or performing arts.	
<u>GOAL 8: Historical Perspective</u> – Students will analyze historical events and movements in western and/or non-western societies and assess their subsequent significance.	
<u>GOAL 9: Diversity and Global Perspective</u> – Students will analyze the implications of commonalties and differences among culturally diverse peoples.	
<u>GOAL 10: Health and Well-Being</u> – Students will demonstrate how to use the concepts of optimum health and fitness to improve and maintain their well-being.	

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_____

<p>BERGEN COMMUNITY COLLEGE Core Competencies</p>
<p>COMMUNICATION—Students will read, write, speak, and listen effectively.</p>
<p>QUANTITATIVE REASONING—Students will compute accurately, correctly apply mathematical concepts and reasoning, and will correctly interpret, analyze, organize, and display numerical data.</p>
<p>CRITICAL THINKING—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.</p>
<p>CIVIC RESPONSIBILITY—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.</p>
<p>TECHNOLOGICAL AND INFORMATION FLUENCY—Students will demonstrate computer fluency, and will be able to retrieve, organize, analyze, and evaluate information using both technological and traditional means.</p>
<p>PERSONAL SKILLS—Students will demonstrate an awareness of ethics, values, and personal responsibility, and an ability to understand and manage themselves and their commitments.</p>
<p>INTERPERSONAL SKILLS—Students will demonstrate an ability to maintain personal and professional relationships, engage in meaningful teamwork, and resolve conflicts.</p>
<p>APPLIED KNOWLEDGE—Students will demonstrate an understanding of, and apply, bodies of knowledge within and across disciplines.</p>
<p>CREATIVITY AND AESTHETIC APPRECIATION—Students will demonstrate an understanding and appreciation of the creative process, and an ability to think and express ideas creatively.</p>

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 number¹ 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:

4-Year Institution	GE Transfer? "√ " if "Yes"	GE Area into which the Course Transfers	Specify Direct Course Equivalent, if relevant
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 SIX STANDARDS Yes_____ No_____²

COURSE IS APPROVED Yes_____ No_____

¹See Standard 6 in the General Education Committee's "Certification of the General Education Status of a BCC Course: Policy and Process."

²In the event that a course does not meet the transferability criteria stated in Standard 6 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 6.

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_____ |
| <ul style="list-style-type: none"> 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_____