

## New Jersey Community College Academic Officers Association

**General Education Goals and Objectives**

[A product of the New Jersey County College General Education Project, 1991-present]

**Note: This is the statewide version of the GE Goals and Objectives for the County Colleges. The BCC version is somewhat different. See below, pp. 3-5.**

1. Communication: Students will communicate effectively in both speech and writing.
  - 1.1. Students will 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 orally and in writing their points of view or findings.
  - 1.5. Students will evaluate, revise and edit their communication.
2. Critical thinking, problem solving and information literacy: Students will use critical thinking and problem solving skills in analyzing information gathered through different media and from a variety of sources.
  - 2.1. Students will identify a problem and analyze it in terms of its significant parts and the information needed to solve it.
  - 2.2. Students will use appropriate library tools such as cataloging systems to access information in reference publications, periodicals, bibliographies and data bases.
  - 2.3. Students will use computers to access, analyze or present information.
  - 2.4. Students will formulate and evaluate possible solutions to problems, and select and defend the chosen solutions.
  - 2.5. Students will recognize weaknesses in arguments, such as the use of false or disputable premises, suppression of contrary evidence, faulty reasoning, and emotional loading.
3. Ethical dimension: Students will recognize, analyze and assess ethical issues and situations.
  - 3.1. Students will identify ethical implications of an issue or a situation.
  - 3.2. Students will analyze and evaluate the strengths and weaknesses of different perspectives on an ethical issue or a situation.
  - 3.3. Students will take a position on an ethical issue or a situation and defend it with logical arguments.
4. Quantitative skills: 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.
5. Science and technology: 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. Using the scientific method, students will analyze a problem and draw conclusions from data.
  - 5.2. Students will distinguish between scientific theory and scientific discovery, will distinguish between science and its technological application, and will explain the impact of science and technology on society.

**General Education Goals and Objectives** (continued)

6. Society and human behavior: Students will use social 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 science.
  - 6.2. Students will explain how social institutions and organizations influence individual behavior.
  - 6.3. Students will describe how social scientists gather and analyze data and draw conclusions.
7. Aesthetic perspective: Students will analyze 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 with commonly used approaches and criteria.
8. Historical perspective: Students will analyze historical events and movements in western 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 how it affected the world or American society
  - 8.3. Students will show how writers' interpretations of historical events are influenced by their time, culture and perspective..
9. Diversity and global perspective: 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.

**THE GOALS AND OBJECTIVES OF THE BCC GENERAL EDUCATION PROGRAM**  
(Adopted by the BCC Faculty Senate, February 3, 1998)

**GOAL 1: Communication – Students will communicate effectively in both speech and writing.**

**OBJECTIVES**

- 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.

**GOAL 2: Critical Thinking, Problem Solving, and Information Processing – Students will use critical thinking and problem solving skills in analyzing information gathered through different [various?] media and from a variety of sources.**

**OBJECTIVES**

- 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.

**GOAL 3: Ethical Perspective – Students will recognize, analyze, and assess ethical issues and situations.**

**OBJECTIVES**

- 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.

**Note on Goals 1-3:** According to the NJ County College Project on General Education, which formulated the original version of the present set of goals and objectives, all general education courses must include learning that supports the first three goals and their respective objectives. This requirement was approved by the BCC Faculty Senate in February 1998.

**GOAL 4: Quantitative Skills – Students will apply appropriate mathematical and statistical concepts and operations to interpret data and to solve problems. [Mathematics; Natural Sciences; Social Sciences]**

**OBJECTIVES**

- 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.

**GOAL 5: Science and Technology – 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. [Natural Sciences; Social Sciences; Philosophy; History]**

**OBJECTIVES**

- 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.

**GOAL 6: Society and Human Behavior – Students will use social and behavioral science theories and concepts to analyze human behavior and social and political institutions. [Social Sciences; History?]**

**OBJECTIVES**

- 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.

**GOAL 7: Aesthetic Perspective – Students will analyze and evaluate works of the literary, visual, or performing arts. [Art; Music; Theatre; Literature; Philosophy]**

**OBJECTIVES**

- 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.

(For this goal, Objective 7.1 deals with the "how-to" process for analyzing a work in the literary, visual, or performing arts, while Objective 7.2 involves students in the actual analyzing of particular works of art. In effect, students will use the analytical approaches studied/learned in 7.1 for achieving the 7.2 Objective.)

**GOAL 8: Historical Perspective – Students will analyze historical events and movements in western and/or non-western societies and assess their subsequent significance. [History; other Humanities disciplines; Social Sciences; Mathematics? Natural Sciences?]**

**OBJECTIVES**

- 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.

**GOAL 9: Diversity and Global Perspective – Students will analyze the implications of commonalities and differences among culturally diverse peoples. [Social Sciences; History; other Humanities disciplines; Communications]**

**OBJECTIVES**

- 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.

**GOAL 10: Health and Well-Being – Students will demonstrate how to use the concepts of optimum health and fitness to improve and maintain their well-being. [Wellness & Exercise Science; others?]**

#### **OBJECTIVES**

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.

**Note on Goal 10:** The inclusion of Goal 10 is not required, but it is permitted, under the statewide articulation agreement.