

**Middle States Association of Colleges and Schools**  
*Characteristics of Excellence in Higher Education* (2002), pp. 37-39.

**Standard 12 – General Education**

The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy.

**Context**

General education is an important component of all undergraduate and some graduate higher education degree programs. Institutions should identify and provide a recognizable core of general education that expresses the educational philosophy of the institution for each undergraduate degree program or cluster of degree programs. Consistent with institutional practices, general education degree requirements may be fulfilled through courses completed at the institution, transfer credits, competencies demonstrated in ways determined by the institution, or admission prerequisites.

A general education program—developed, owned, and reviewed by the institution's faculty—should be purposeful, coherent, engaging, and rigorous. General education skills may be taught or developed as part of courses in the major, in separate courses, or through a decentralized distribution. However, the skills and knowledge derived from general education and the major should be integrated because general education and study in depth, together, comprise a quality undergraduate education.

Institutions offering the associate and baccalaureate degrees will strike an appropriate balance between specialized and more general knowledge. The institution's ability to demonstrate that its students are able to integrate and apply in different contexts the core knowledge and skills learned in their coursework is a critical component of successful undergraduate educational programs.

General education incorporates essential knowledge, cognitive abilities, and an understanding of values and ethics, and it enhances students' intellectual growth. General education programs draw students into new areas of intellectual experience, expanding their cultural and global awareness and sensitivity, and preparing them to make enlightened judgments outside as well as within their academic specialty. Information literacy—the understanding and set of skills necessary to carry out the functions of effective information access, evaluation, and application—is an essential component of any general education program and is promoted by the participation of professional library staff.

General education offerings should reflect the particular programs and mission of the institution. However, general education courses should not focus narrowly on those skills, techniques, and procedures specific to a particular occupation or profession. The content of general education

within specialized degree programs should be comparable, though not necessarily identical, to traditional academic offerings at the collegiate level or above. Programs in postsecondary vocational technical institutions should evidence recognition of the relationship between broad education and the acquisition of techniques and skills. In professional degree programs beyond the baccalaureate, courses in ethics, humanities, and public policy may be particularly relevant.

### **Fundamental Elements of General Education**

Relative to this standard, an accredited institution is characterized by:

- \_ a program of general education of sufficient scope to enhance students' intellectual growth, and equivalent to at least 15 semester hours for associate degree programs and 30 semester hours for baccalaureate programs; (An institution also may demonstrate how an alternative approach fulfills the intent of this fundamental element.)
- \_ a program of general education where the skills and abilities developed in general education are applied in the major or study in depth;
- \_ consistent with institutional mission, a program of general education that incorporates study of values, ethics, and diverse perspectives
- \_ general education requirements assuring that, upon degree completion, students are proficient in oral and written communication, scientific and quantitative reasoning, technological capabilities appropriate to the discipline, and information literacy, which includes critical analysis and reasoning;
- \_ general education requirements clearly and accurately described in official publications of the institution; and
- \_ assessment of general education outcomes within the institution's overall plan for assessing student learning, and evidence that such assessment results are utilized for curricular improvement.

### **Optional Analysis and Evidence**

In addition to the evidence inherent within or necessary to document the fundamental elements above, the following, although not required, may facilitate the institution's own analysis relative to this accreditation standard:

- \_ evidence of institutional statements of the rationale supporting the curriculum and the benefits of a quality general education program; and evidence that this rationale has been communicated to students, parents, advisors, employers, and other constituencies
- \_ analysis of statements of institutional mission, goals, or objectives relative to core knowledge and skills (general education)
- \_ analysis of statements of individual curricular or degree program goals/objectives relative to core knowledge and skills (general education)
- \_ evidence of institutional support for the general education program (administrative structure, budget, faculty incentives)
- \_ evidence of curriculum review processes that include general education components

## Mercer County Community College

### General Education Policy

Mercer County Community College is committed to providing each student with an educational experience that is shaped by the best traditions of higher learning as it addresses the demands of the modern world. For some students, this experience includes concentrated study in particular subjects required for an intended career path. For all graduates of degree and credit-bearing certificate programs, this experience includes general education.

General education addresses a broad range of learning opportunities for students and establishes high standards for graduates. All degree graduates will be competent in written and spoken English. To the greatest extent appropriate for their degree or certificate, graduates:

- will be competent in critical and quantitative thinking and problem solving;
- will have been immersed in the critical study of what it means to be human;
- will have read, evaluated, appreciated and written about a wide range of texts and experiences;
- will have learned how to integrate their learning into a lifelong process of understanding themselves, others and the world;
- will have learned how to contribute toward a better future for themselves and for others.

To an extent consistent with its primary purposes, each course in every program is expected to reflect the college's commitment to general education, as affirmed in the college's approved list of General Education Goals and Objectives. (This list was developed through the New Jersey County College General Education Project, and has been enhanced through careful collegial review at Mercer.) The college's intent is that these goals and objectives will be addressed throughout the curriculum, and thereby be realized to the greatest appropriate extent for each graduate.

In addition, some of the general education goals and objectives are pursued through specific courses which are classified as general education courses. A general education course is one whose primary purposes and overall design coincide strongly with one or more of the approved general education goals and objectives. The President designates which courses are approved as general education courses, and the categories in which they are approved, upon the recommendation of the Curriculum Committee. Some categories of general education goals and objectives are best addressed "across the curriculum" (including Critical Thinking, Ethical Dimension and Information Literacy), and are therefore not included among the categories of general education courses.

- **Approved General Education Courses**

The extent to which approved general education courses are required in the various degree and certificate programs is specified in the chart entitled **Academic Program Requirements for General Education**. These requirements may be met through particular general education courses specified in the design of the program, or through elective choices (from the approved

list) afforded to the student in consultation with his or her advisor. These are minimum requirements; as appropriate to the program, more general education courses may be required. Exceptions may be approved by the President when these requirements are inconsistent with external requirements for program accreditation or student transfer. Consistent with State standards, this chart reflects greater emphasis on general education within Associate in Arts (A.A.) and Associate in Science (A.S.) transfer programs than within the more specialized Associate in Applied Science (A.A.S.), Associate in Fine Arts (A.F.A.) and Certificate of Proficiency programs.

The college acknowledges its responsibility to assess student achievement of its General Education Goals and Objectives, and to improve and modify courses, programs and this policy in response to such assessment.

### Academic Program Requirements for General Education

| General Education Goals category               | AA (45)  | AS (30)  | AAS (21)  | AFA (21)                     | Cert (3)           |
|--|--|--|---|------------------------------|--------------------|
| <b>Communication: English Language</b>         | <b>9</b><br>ENG101 and 102<br>CMN111 or 112                                  | <b>9</b><br>ENG101 and 102<br>CMN111 or 112                        | <b>6</b><br>ENG101<br>ENG112                                      | <b>6</b><br>ENG101<br>ENG112 | <b>3</b><br>ENG101 |
| <b>Problem solving and quantitative skills</b> | <b>12 total</b><br>3 MAT minimum   | <b>12 total</b><br>3 MAT minimum                                   | <b>3</b>  | <b>3</b>                     |                    |
| <b>Science and technology</b>                  | 3 lab science minimum  | 3 lab science minimum  | <b>3</b>  | <b>3</b>                     |                    |
| <b>Society and human behavior</b>              | <b>24 total</b><br>6 minimum in each these categories:                       | <b>9 total</b><br>Must include courses from at least 2 categories. | <b>9 total</b><br>Must include courses from at least 2 categories | <b>9 total</b><br>3 minimum  |                    |
| <b>Aesthetic perspective</b>                   | <ul style="list-style-type: none"> <li>Society and human behavior</li> </ul> |  |   | N/A as Gen Ed for AFA progs. |                    |
| <b>Historical perspective</b>                  |  |  |   |                              |                    |

|   |   |   |  |           |  |
|---|---|---|--|-----------|--|
| <b>Diversity and global perspective</b>     | <ul style="list-style-type: none"> <li>• Aesthetic perspective</li> <li>• Historical perspective</li> </ul> |   |  | 3 minimum |  |
| <b>Communication: Foreign language</b>      |   |   |  |           |  |
| <b>Integrated general education courses</b> |   | 3 minimum in Diversity and global perspective |  |           |  |

### General Education Goals and Objectives

1. Communication -- English Language: 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.
- 1.6. Students will develop an understanding of sensory communication and other forms of non-verbal communication.

2. Communication -- Foreign Language: Students will have the opportunity to develop competence in a Foreign Language.

- 2.1. Students will learn basic vocabulary, grammar and everyday conversation in a foreign language.
- 2.2. Students will recognize the uniqueness of foreign countries, their people and their cultures.

2.3. Students will gain a measure of facility at interaction in a foreign language on topics involving that language's history, its cultural and historical context, and current issues of interest to native speakers of the language.

3. 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.

3.1. Students will identify a problem and analyze it in terms of its significant parts and the information needed to solve it.

3.2. Students will use appropriate library tools such as cataloging systems to access information in reference publications, periodicals, bibliographies and databases.

3.3. Students will use computers to access, analyze or present information, solve problems, and communicate with others.

3.4. Students will formulate and evaluate possible solutions to problems, and select and defend the chosen solutions.

3.5. Students will recognize weaknesses in arguments, such as the use of false or disputable premises, suppression of contrary evidence, faulty reasoning, and emotional loading.

4. Ethical dimension: Students will recognize, analyze and assess ethical issues and situations.

4.1. Students will identify ethical implications of an issue or a situation.

4.2. Students will analyze and evaluate the strengths and weaknesses of different perspectives on an ethical issue or a situation.

4.3. Students will integrate their knowledge, take a position on an ethical issue or a situation, and defend it with logical arguments.

5. Quantitative skills: Students will apply appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.

5.1. Students will translate quantifiable problems into mathematical terms and solve these problems using mathematical or statistical operations.

5.2. Students will construct graphs and charts, interpret them, and draw appropriate conclusions.

6. 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.

6.1. Students will identify and recall scientific information and theories, and, integrating and applying this knowledge, will use the scientific method to solve problems and draw conclusions from data.

6.2. 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.

6.3. Students will demonstrate a working knowledge of the subject matter of one of the physical or biological sciences.

6.4. Students will demonstrate a working knowledge of a major domain of technological application.

7. Society and human behavior: Students will use social science theories and concepts to analyze human behavior and social and political institutions.

7.1. Students will analyze and discuss behavioral or societal issues using theories and concepts from a social science.

7.2. Students will explain how social institutions and organizations influence individual behavior.

7.3. Students will describe how social scientists gather and analyze data, integrate knowledge, and draw conclusions, and will engage themselves in these processes.

8. Aesthetic perspective: Students will analyze works of the literary, visual or performing arts.

8.1. Students will describe commonly used approaches and criteria for analyzing a work of art.

8.2. Students will recognize, analyze and assess works of art with commonly used approaches and criteria.

8.3. Students will develop their ability to create and communicate through personal artistic/aesthetic expression.

9. Historical perspective: Students will analyze historical events and movements in western or non-western societies and assess their subsequent significance.

9.1. Students will state the causes of a major historical event and analyze the impact of that event on a nation or civilization.

9.2. Students will show how writers' interpretations of historical events are influenced by their time, culture and perspective.

9.3. Students will discuss a major idea, movement, invention or discovery, and how it affected the world or American society.

10. Diversity and global perspective: Students will analyze the implications of commonalities and differences among culturally diverse peoples.

10.1. Students will link cultural practices and perspectives with the geographical and/or historical conditions from which they arose.

10.2. Students will explain why an understanding of differences in people's backgrounds is particularly important to American society.

10.3. Students will recognize and explain the consequences of prejudicial attitudes and discriminatory actions.

10.4. Students will recognize the needs and concerns common to culturally diverse peoples.

10.5. Students will recognize contributions made by people from various nations and cultures.

Board of Trustees  
December 17, 1998

## Raritan Valley Community College

### List of General Education Courses

#### Communication

|         |                                      |
|---------|--------------------------------------|
| CISY101 | Computer Fundamentals                |
| CISY102 | Computer Literacy                    |
| ENGL111 | English I                            |
| ENGL112 | English II                           |
| ENGL205 | Elements of Language                 |
| PHIL113 | Critical Thinking                    |
| COMM101 | Speech                               |
| COMM102 | Introduction to Communication Theory |
| COMM110 | Interpersonal Communications         |
| COMM120 | Introduction to Mass Communication   |
| COMM201 | Intercultural Communication          |

#### Humanities

|         |   |
|---------|---|
| ARTH--- | All Art History courses   |
| ARTS207 | Issues of Contemporary Art: Theory & Practice in the 20th Century |
| DANC110 | Dance Appreciation  |
| FILM--- | All Film Studies courses  |
| ENGL206 | Law and Lit   |
| ENGL207 | Global Patterns of Racism   |
| ENGL211 | Early World Lit   |
| ENGL212 | World Lit Since the Renaissance                                   |
| ENGL213 | Autobiography   |
| ENGL221 | Amer. Lit Through the Civil War                                   |
| ENGL222 | Amer. Lit Since the Civil War                                     |
| ENGL223 | Minority Literature in America                                    |
| ENGL224 | The Short Story   |
| ENGL226 | Introduction to Poetry  |
| ENGL227 | Science Fiction   |
| ENGL228 | Psychology & Lit  |
| ENGL231 | African-American Lit  |
| ENGL233 | Shakespeare   |
| ENGL234 | The Literature of Comedy  |
| ENGL235 | Survey of English Lit from Middle Ages -18th Century              |
| ENGL236 | Survey of World Lit from Romantic Per.- Present                   |
| ENGL237 | Shakespeare on the Page & on the Screen                           |
| ENGL259 | History and Literature of Vietnam War                             |
| ENGL262 | Drama   |
| ENGL281 | The Modern Novel  |
| ENGL282 | The Victorian Novel   |
| ENGL290 | Women in Literature   |

|                 |  |
|-----------------|--|
| ENGL291         | Masculinity in Literature  |
| ENGL403         | Amer Lit Since Civil War (Honors)  |
| THEA103         | Introduction to Theatre  |
| THEA107         | History of Theatre: Classical  |
| THEA108         | History of Theatre: Modern   |
| *****           | All Foreign Language Studies (French, German, Italian and Spanish)   |
|                 | NOTE: Only after Intro II is completed, will credit for both I & II be awarded. Intro I alone can only be a Free Elective. |
| HIST---         | All History Courses  |
| HUMN101         | Humanities I (Eng. I & Wld. Civ. I)  |
| HUMN102         | Humanities II (Eng. II & Wld. Civ. II)   |
| HUMN150         | Global Visions Interdisciplinary Studies: Anthropological/Humanities   |
| Perspectives    |  |
| HUMN202         | Quest: Self, Society & Nature (NOTE: Credit will not be given for Quest <b>and</b> Humanities I)                           |
| HUMN240         | Science as a Way of Knowing  |
| MUSC101         | Fundamentals of Music  |
| MUSC102         | Introduction to Music  |
| MUSC103         | Rock N Roll History & Culture  |
| MUSC104         | History of Jazz  |
| MUSC201         | Music History & Lit I  |
| MUSC202         | Music History & Lit II   |
| PHIL---         | All Philosophy and Religion  |
| <b>Sciences</b> |  |
| BIOL101         | General Biology I (lab)  |
| BIOL102         | General Biology II (lab)   |
| BIOL111         | Principles of Biology (lab)  |
| BIOL124         | Anatomy & Physiology I (lab)   |
| BIOL125         | Anatomy & Physiology II (lab)  |
| BIOL133         | Principles of Microbiology (lab)   |
| BIOL140         | The Biology of Birds (lab)   |
| BIOL142         | Introduction to Nutrition (non-lab)  |
| BIOL145         | Wildflowers, Trees & Ferns of NJ (lab)   |
| BIOL150         | Plants, Man and the Environment (lab)  |
| BIOL151         | Human Biology (lab)  |
| BIOL181         | Science and Society (non-lab)  |
| CHEM102         | Introduction to Chemistry (lab)  |
| CHEM103         | General Chemistry I (lab)  |
| CHEM104         | General Chemistry II (lab)   |
| ENV1101         | Issues in Environmental Science (non-lab)  |
| GEOL157         | Introduction to Geology (lab)  |
| PHYS101         | General Physics I (lab)  |
| PHYS102         | General Physics II (lab)   |
| PHYS112         | Concepts of Physics (lab)  |
| PHYS120         | Introduction to Astronomy (non-lab)  |

PHYS130 Astronomy (lab)  
SCIE128 Science Seminar - Honors

**Math**

MATH--- All credit math courses except Arithmetic, Algebra MODS I-IV and Intermediate Algebra  
MATH105 Contemporary Math - for certain AAS programs only

**Social Science**

ANTH101 Introduction to Cultural Anthropology  
ANTH102 Human Origins  
ANTH150 Global Visions Interdisciplinary Studies  
ANTH201 North American Indians  
ANTH202 Global Patterns of Racism  
CRMJ101 Introduction to Criminal Justice  
ECON101 Macroeconomics  
ECON102 Microeconomics  
ECON202 International Economics  
GEOG101 Intro to Physical Geography  
GEOG102 Intro to Cultural Geography  
POLI--- All Political Science courses  
PSYC--- All Psychology courses  
HMNS201 Human Behavior & Social Environ.  
SOC1101 Intro to Sociology  
SOC1201 Contemporary Social Issues  
SOC1202 Marriage and Family  
SOC1204 Technology, the Individual, and Society  
SOC1205 Deviance  
SOC1206 Society & the Environment  
SOC1214 Business & Society  
SOC1220 Film & Popular Culture  
SOC1231 American Minority Relations  
SOC1233 Sociology of Sport

## **Brookdale Community College**

### **General Education**

General education is the part of a degree program which introduces the student to areas of knowledge outside the major.

General education courses can help students function more fully as contributing members of society, and may enhance a student's potential. General education courses stress the acquisition and integration of theoretical knowledge, concentrating on attitudes and experiences rather than the application of acquired skills. The general education course objectives are broad-based and general, rather than narrowly focused.

All Brookdale associate degree programs include a general education distribution from six major categories — Communications (C), Humanities (H), Social Sciences (SS), Mathematics (M), Science (SC), and Information and Technology Competency (T).

Additionally, in the A. A. degree programs, one course in diversity is recommended from among those designated with a (d). Students may meet this recommendation while simultaneously fulfilling other program requirements.

Similarly, in the A. S., the A. A. S., and the A. F. A. degree programs, one course in diversity is recommended from among those designated with a (d).

The number and distribution of general education, career studies, and elective credits in the Brookdale transfer and career programs differs to reflect the differing purposes of each of the individual degree programs.

## Burlington County College

### Associate of Arts (A.A.) Degree

NOTE: The **highlighted** courses meet the General Education Foundation for the Associate of Arts transfer programs in community colleges.

#### 1. Written Communications 6 credits

|     |     |                                |
|-----|-----|--------------------------------|
| ENG | 101 | College Composition I (CORE) & |
| ENG | 102 | College Composition II         |

#### 2. Mathematics 3 credits (CORE)

|     |     |                              |
|-----|-----|------------------------------|
| MTH | 107 | or higher math course (CORE) |
|-----|-----|------------------------------|

#### 3. Natural Science 7-8 credits (at least one 4-credit course from Group A)

Group A- One 4-credit course with a lab component (CORE)

|     |           |                                |
|-----|-----------|--------------------------------|
| BIO | 103 & 104 | General Biology I              |
| BIO | 110 & 111 | Anatomy and Physiology I       |
| CHE | 115 & 116 | General Chemistry I            |
| PHY | 110 & 111 | Principles of Physics I        |
| PHY | 210 & 211 | General Physics I              |
| PSC | 105 & 106 | Physical Science I             |
| PSC | 107 & 108 | Physical Science II <b>and</b> |

Group B- One additional course 101 or higher from:

**BIO, CHE, GEL, GEO, PHY or PSC**

#### 4. Computer Science 3 credits (CORE)

|     |     |   |
|-----|-----|---|
| CIS | 101 | Introduction to Computers or CIS/CSE substitution dependent on major and/or transfer plan |
|-----|-----|---|

#### 5. Arts and Humanities 12 credits

Group A- 6 credits (CORE 3 credits)

|     |     |                            |
|-----|-----|----------------------------|
| ART | 101 | Introduction to Art        |
| MUS | 101 | Introduction to Music      |
| PHI | 101 | Introduction to Philosophy |
| THR | 101 | Introduction to Theatre    |

Group B- 3 credits

|     |     |                         |
|-----|-----|-------------------------|
| HIS | 101 | United States History I |
|-----|-----|-------------------------|

|                    |            |   |
|--------------------|------------|---|
| <b>HIS</b>         | <b>102</b> | United States History II                                |
| <b>HIS</b>         | <b>103</b> | Ancient & Medieval Foundations of Western Civilizations |
| <b>HIS</b>         | <b>104</b> | Modern European Foundations of Western Civilizations    |
| <b>HIS</b>         | <b>108</b> | African American History I                              |
| <b>HIS</b>         | <b>109</b> | African American History II                             |
| Group C- 3 credits |            |   |
| FRE                | 101        | Elementary French I                                     |
| FRE                | 102        | Elementary French II                                    |
| GER                | 101        | Elementary German I                                     |
| GER                | 102        | Elementary German II                                    |
| ITA                | 101        | Elementary Italian I                                    |
| ITA                | 102        | Elementary Italian II                                   |
| LIT                | 201        | Interpretation of Fiction                               |
| LIT                | 202        | Introduction to Drama                                   |
| LIT                | 203        | Origins in Literature                                   |
| LIT                | 207        | English Literature I                                    |
| LIT                | 208        | English Literature II                                   |
| LIT                | 209        | American Literature I                                   |
| LIT                | 210        | American Literature II                                  |
| LIT                | 212        | Contemporary American Novel                             |
| LIT                | 220        | Shakespeare   |
| SPA                | 101        | Elementary Spanish I                                    |
| SPA                | 102        | Elementary Spanish II                                   |
| SPE                | 101        | Effective Oral Communication                            |
| SPE                | 102        | Public Speaking   |

## 6. Social Science 6 credits (CORE)

Group A- Select any CORE (3 credit) course from the following:

|     |     |                                       |
|-----|-----|---------------------------------------|
| ANT | 102 | Introduction to Cultural Anthropology |
| ECO | 203 | Principles of Microeconomics          |
| POL | 101 | American Government & Politics        |
| POL | 103 | Comparative Government & Politics     |
| PSY | 101 | General Psychology I                  |
| SOC | 101 | Principles of Sociology I             |

Group B- Select three additional credits from a different discipline in CORE (above) or:

|     |     |                                       |
|-----|-----|---------------------------------------|
| ANT | 101 | Introduction to Physical Anthropology |
|-----|-----|---------------------------------------|

|     |     |   |
|-----|-----|---|
| ECO | 204 | Principles of Macroeconomics  |
| HIS | 103 | Ancient & Medieval Foundations of Western Civilization<br>(if not selected from 5B) |
| HIS | 104 | Modern European Foundations of Western Civilizations<br>(if not selected from 5B)   |
| SOC | 201 | Social Problems   |

### 7. Additional General Education Requirements 7-8 credits

To complete the Associate of Arts General Education Requirement of 45 credits the student must select additional courses from those listed below (if not previously selected).

|     |      |                                       |
|-----|------|---------------------------------------|
| ANT | 101  | Introduction to Physical Anthropology |
| ANT | 102* | Introduction to Cultural Anthropology |
| ANT | 109  | Introduction to Archaeology           |
| ART | 101  | Introduction to Art                   |
| ART | 250  | Art History I                         |
| ART | 251  | Art History II                        |
| BIO | 101  | Biology and Human Affairs             |
| BIO | 103  | General Biology I                     |
| BIO | 104  | General Biology I Lab                 |
| BIO | 107  | General Biology II                    |
| BIO | 108  | General Biology II Lab                |
| BIO | 122  | Human Ecology                         |
| CHE | 107  | Chemistry                             |
| CHE | 108  | Chemistry Lab                         |
| CHE | 115  | General Chemistry I                   |
| CHE | 116  | General Chemistry I Lab               |
| CHE | 117  | General Chemistry II                  |
| CHE | 118  | General Chemistry II Lab              |
| ECO | 101  | Fundamentals of Economics             |
| ECO | 203  | Principles of Microeconomics          |
| ECO | 204  | Principles of Macroeconomics          |
| ENG | 251  | Creative Writing                      |
| ENG | 252  | Semantics                             |
| FRE | 101  | Elementary French I                   |
| FRE | 102  | Elementary French II                  |
| FRE | 201  | Intermediate French I                 |
| FRE | 202  | Intermediate French II                |

|     |      |   |
|-----|------|---|
| GEO | 101  | Introduction to Geography                               |
| GEL | 111  | Introduction to Geology                                 |
| GER | 101  | Elementary German I                                     |
| GER | 102  | Elementary German II                                    |
| HIS | 101  | United States History I                                 |
| HIS | 102  | United States History II                                |
| HIS | 103  | Ancient & Medieval Foundations of Western Civilizations |
| HIS | 104  | Modern European Foundations of Western Civilization     |
| HIS | 108* | African American History I                              |
| HIS | 109* | African American History II                             |
| ITA | 101  | Elementary Italian I                                    |
| ITA | 102  | Elementary Italian II                                   |
| LIT | 201  | Interpretation of Fiction                               |
| LIT | 203  | Origins in Literature                                   |
| LIT | 207  | English Literature I                                    |
| LIT | 206* | Women's Literature                                      |
| LIT | 208  | English Literature II                                   |
| LIT | 209  | American Literature I                                   |
| LIT | 210  | American Literature II                                  |
| LIT | 212  | Contemporary American Novel                             |
| LIT | 213* | Native American Literature                              |
| LIT | 216* | Poetry of the Holocaust                                 |
| LIT | 217* | The Holocaust in World Literature                       |
| LIT | 220  | Shakespeare   |
| MTH | 113  | Modern College Mathematics I                            |
| MTH | 130  | Pre-Calculus  |
| MUS | 101  | Introduction to Music                                   |
| PHI | 101  | Introduction to Philosophy                              |
| PHI | 105  | Introduction to Logic                                   |
| PHI | 112* | Philosophy East-West                                    |
| PHI | 205  | Ethics  |
| PHI | 210  | History of Philosophy                                   |
| PHY | 110  | Principles of Physics I                                 |
| PHY | 104  | Principles of Physics II                                |
| POL | 101  | American Government and Politics                        |
| POL | 103  | Comparative Government & Politics                       |
| POL | 215  | Constitutional Law                                      |

|     |      |                                 |
|-----|------|---------------------------------|
| POL | 220  | Political Philosophy            |
| PSC | 105  | Physical Science I              |
| PSC | 106  | Physical Science I Lab          |
| PSC | 107  | Physical Science II             |
| PSC | 108  | Physical Science II Lab         |
| PSY | 101  | General Psychology I            |
| PSY | 102  | General Psychology II           |
| PSY | 203  | Human Sexuality                 |
| PSY | 250  | Educational Psychology          |
| PSY | 251  | Child and Adolescent Psychology |
| REL | 205* | Comparative Religion            |
| SOC | 101  | Principles Sociology I          |
| SOC | 201  | Social Problems                 |
| SOC | 205  | Marriage and the Family         |
| SOC | 209* | Introduction to Women's Studies |
| SOC | 210* | Minority Groups                 |
| SPA | 101  | Elementary Spanish I            |
| SPA | 102  | Elementary Spanish II           |
| SPA | 201  | Intermediate Spanish I          |
| SPA | 202  | Intermediate Spanish II         |
| SPE | 101  | Effective Oral Communication    |
| SPE | 102  | Public Speaking                 |
| THR | 101  | Introduction to Theatre         |

**Programs leading to the Associate of Arts Degree**

American Sign Language/Interpreter Education

Art

Communication Arts

Education

English

History

Journalism

Liberal Arts

Philosophy

Political Science

Psychology

Sociology

Theatre

\*These courses have been designated as approved Diversity courses. Other courses in Diversity are:

- HIS 203 Modern East Asia
- HIS 204 Modern Latin America
- POL 250 International Relations
- SPA 205 History & Culture of Spain
- SPA 206 History & Culture of Spanish Speaking Peoples of Latin America

**Associate of Science (A.S.) Degree**

NOTE: The **highlighted** courses meet the General Education Foundation for the Associate of Science transfer programs in community colleges.

**1. Written Communications 6 credits (CORE)**

|            |            |                                |
|------------|------------|--------------------------------|
| <b>ENG</b> | <b>101</b> | College Composition I CORE and |
| <b>ENG</b> | <b>102</b> | College Composition II         |

**2. Mathematics 3 credits (CORE)**

|            |            |                       |
|------------|------------|-----------------------|
| <b>MTH</b> | <b>107</b> | or higher math course |
|------------|------------|-----------------------|

**3. Natural Science 7-8 credits**

(at least one 4-credit course from Group A)

Group A- One 4-credit course with a lab component (CORE)

|            |                      |                                |
|------------|----------------------|--------------------------------|
| <b>BIO</b> | <b>103 &amp; 104</b> | General Biology I              |
| <b>BIO</b> | <b>110 &amp; 111</b> | Anatomy and Physiology I       |
| <b>CHE</b> | <b>115 &amp; 116</b> | General Chemistry I            |
| <b>PHY</b> | <b>110 &amp; 111</b> | Principles of Physics I        |
| <b>PHY</b> | <b>210 &amp; 211</b> | General Physics I              |
| <b>PSC</b> | <b>105 &amp; 106</b> | Physical Science I             |
| <b>PSC</b> | <b>107 &amp; 108</b> | Physical Science II <b>and</b> |

Group B- One additional course 101 or higher from:

**BIO, CHE, GEL, GEO, PHY or PSC**

**4. Computer Science 3 credits (CORE)**

|            |            |   |
|------------|------------|---|
| <b>CIS</b> | <b>101</b> | Introduction to Computers or CIS/CSE substitution dependent on major and/or transfer plan |
|------------|------------|---|

## 5. Arts and Humanities 6 credits

### Group A- 3 credits (CORE)

|            |            |                            |
|------------|------------|----------------------------|
| <b>ART</b> | <b>101</b> | Introduction to Art        |
| <b>MUS</b> | <b>101</b> | Introduction to Music      |
| <b>PHI</b> | <b>101</b> | Introduction to Philosophy |
| <b>THR</b> | <b>101</b> | Introduction to Theatre    |

### Group B- 3 credits

|            |            |   |
|------------|------------|---|
| <b>HIS</b> | <b>101</b> | United States History I                                 |
| <b>HIS</b> | <b>102</b> | United States History II                                |
| <b>HIS</b> | <b>103</b> | Ancient & Medieval Foundations of Western Civilizations |
| <b>HIS</b> | <b>104</b> | Modern European Foundations of Western Civilization     |
| <b>HIS</b> | <b>108</b> | African American History I                              |
| <b>HIS</b> | <b>109</b> | African American History II                             |

## 6. Social Science 6 credits (CORE)

### Group A- Select any CORE (3 credit) course from the following:

|            |            |                                       |
|------------|------------|---------------------------------------|
| <b>ANT</b> | <b>102</b> | Introduction to Cultural Anthropology |
| <b>ECO</b> | <b>203</b> | Principles of Microeconomics          |
| <b>POL</b> | <b>101</b> | American Government & Politics        |
| <b>POL</b> | <b>103</b> | Comparative Government & Politics     |
| <b>PSY</b> | <b>101</b> | General Psychology I                  |
| <b>SOC</b> | <b>101</b> | Principles of Sociology I             |

### Group B- Select three additional credits from a **different** discipline in CORE (above) or

|            |            |  |
|------------|------------|--|
| <b>ANT</b> | <b>101</b> | Introduction to Physical Anthropology  |
| <b>ECO</b> | <b>204</b> | Principles of Macroeconomics   |
| <b>HIS</b> | <b>103</b> | Ancient & Medieval Foundations of Western Civilization (if not selected from 5B) |
| <b>HIS</b> | <b>104</b> | Modern European Foundations of Western Civilization (if not selected from 5B)    |
| <b>SOC</b> | <b>201</b> | Social Problems  |

## Programs leading to the Associate of Science Degree

Accounting  
American Sign Language/Deaf Studies  
Biotechnology  
Biology  
Business Administration  
Chemical Engineering

Chemistry  
 Chemistry - Pre-Medical Technology  
 Computer Science  
 Criminal Justice  
 Education  
 Engineering  
 Environmental Science  
 Fashion Product Merchandising Accounting  
 General Science  
 Information Systems  
 Liberal Arts and Sciences  
 Mathematics  
 Music  
 Physics

**Associate of Applied Science (A.A.S.) Degree**

**1. Written Communications 3 credits(CORE)**

|     |     |                       |
|-----|-----|-----------------------|
| ENG | 101 | College Composition I |
|-----|-----|-----------------------|

**2. Mathematics 3 credits(CORE)**

See program page for recommended course

**3. Natural Science 4 credits(CORE)**

One course with a lab component

|     |           |                          |
|-----|-----------|--------------------------|
| BIO | 103 & 104 | General Biology I        |
| BIO | 110 & 111 | Anatomy and Physiology I |
| CHE | 115 & 116 | General Chemistry I      |
| PHY | 110 & 111 | Principles of Physics I  |
| PHY | 210 & 211 | General Physics I        |
| PSC | 105 & 106 | Physical Science I       |
| PSC | 107 & 108 | Physical Science II      |

**4. Computer Science 3 credits (CORE)**

|     |     |   |
|-----|-----|---|
| CIS | 101 | Introduction to Computers or CIS/CSE substitution dependent on major and/or transfer plan |
|-----|-----|---|

### 5. Arts and Humanities 3 credits(CORE)

Select one course from the following:

|     |     |                            |
|-----|-----|----------------------------|
| ART | 101 | Introduction to Art        |
| ENG | 102 | College Composition II     |
| MUS | 101 | Introduction to Music      |
| PHI | 101 | Introduction to Philosophy |
| THR | 101 | Introduction to Theatre    |

### 6. Social Science 6 credits

Select any CORE 3 credit course from the following:

|     |     |   |
|-----|-----|---|
| ANT | 102 | Introduction to Cultural Anthropology                   |
| ECO | 203 | Principles of Microeconomics                            |
| HIS | 103 | Ancient & Medieval Foundations of Western Civilizations |
| HIS | 104 | The Modern Western World Since 1600                     |
| HIS | 108 | African American History I                              |
| HIS | 109 | African American History II                             |
| POL | 101 | American Government and Politics                        |
| POL | 103 | Comparative Government and Politics                     |
| PSY | 101 | General Psychology I                                    |
| SOC | 101 | Principles of Sociology I                               |

Select three additional credits from the CORE above or from the following:

|     |     |                                       |
|-----|-----|---------------------------------------|
| ANT | 101 | Introduction to Physical Anthropology |
| ECO | 101 | Fundamentals of Economics             |
| HIS | 101 | United States History I               |
| HIS | 102 | United States History II              |
| PSY | 102 | Principles of Psychology II           |

### Programs leading to the Associate of Applied Science Degree

Accounting Technology  
Automotive Technology  
Biotechnology  
Business Management Technology  
Chemical Technology  
Chemical Option  
Environmental Option  
Civil Engineering Technology  
Computer Aided Drafting & Design Technology  
Computer Management Information Systems

Electronics Engineering Technology  
Entrepreneurship  
Fashion Design  
Fire Science Technology  
Food Service Management Technology  
Geospatial Technology  
Graphic Design & Digital Media  
Health Information Technology  
Human Services  
Nursing  
Paralegal  
Program for Radiographers  
Radiography  
Retail Management Technology

## **Union County College**

### **General Education Requirements**

Programs leading to the Associate in Arts, Associate in Science, and Associate in Applied Science include a distribution of General Education courses in the categories of:

1. Communications (courses enhancing facility in the English Language);
2. Mathematics and Science (courses enhancing mathematical and scientific conceptual understanding and application, including knowledge of computers);
3. Social Sciences (courses enhancing social awareness, including social, economic, and political problems, and the responsibilities of citizenship in an interdependent world);
4. Humanities (courses in literary, philosophical, foreign language, historic, aesthetic, or other humanistic studies enhancing understanding and transmitting values of one's own culture as well as other cultures).

The General Education requirements vary according to the degree program. A.A. Programs require 45 general education credits; A.S. Programs require 30; A.A.S. Programs require 20. No more than 16 hours in one discipline (e.g., English, Chemistry, Psychology, History) may be counted toward the general education requirement for each degree.

Certificate Programs require 6, preferably 9, General Education/credit hours including one Communications course. Diploma Programs require 10 General Education credit hours.

**Note:** I searched the Web for detailed theoretical statements about general education in the NYS and NYC community colleges, but could not find any. All of the SUNY community colleges seem to be governed by the following statewide policy, and they do not have any substantial statements about GE on their websites.

## **STATE UNIVERSITY OF NEW YORK GENERAL EDUCATION REQUIREMENT (applies to all SUNY community colleges)**

Becoming a well-educated person is one of the goals for every student at Empire State College. Thus everyone who graduates needs to include breadth in their degree program. Beginning with students who enroll in Fall 2000, the State University of New York has also specified some components of every degree which will contribute to a broad educational background. These components are grouped into 10 knowledge areas and two competency areas. This new requirement is being phased in and applies this fall to students who enroll for their first time at Empire State College in Fall 2000 and who have fewer than three credits on a transcript. By the time these students graduate, they must meet the State University of New York General Education Requirement.

### **Procedures for phasing in the State University of New York General Education Requirements at Empire State College**

This graduation requirement may be met through contract learning, **CDL courses** and cross-registration. It may also be met through transfer credit from other regionally accredited institutions. Credit earned through the College's credit by evaluation methods including standardized tests such as CLEP, DANTES, TECEP, Regents College examinations, or the language examinations from New York University; individualized credit by evaluation, and noncollegiate sponsored learning.

The State University of New York General Education Requirement must consist of at least 30 credits and must include all of the areas with the specified learning outcomes listed on the attached sheet. Students pursuing Associate's degrees at Empire State College must complete a minimum of 21 credits across at least seven of the ten Knowledge and Skill Areas identified in the State University of New York General Education requirement. Any seven of the ten Knowledge and Skill Areas may be included. Students As you talk with your mentor, plan your individualized degree program, think about possible areas for credit by evaluation and select your contract studies or courses, be sure that you include this requirement.

### **Academic Policy--Breadth in Degree Programs and SUNY General Education Requirements**

#### ***Breadth in Degree Programs***

As a college of arts and sciences, Empire State College expects students to acquire the qualities of a broadly educated person. The purpose of a college education is to enable students not only to accumulate information, but also to appreciate what is learned in a broad context, relate what is

being learned to what is already known, judge what one is told rather than merely accept it, and use what is learned in a practical and intellectual way.

The student's learning should extend beyond a single, narrow discipline or field. The student should demonstrate an understanding of several diverse perspectives (such as historical, literary, scientific, technological, esthetic, ethical, international, multicultural and gender-based) and be able to apply such perspectives to situations in which they must analyze, explain or solve problems concerning human behavior, society and the natural world.

### ***State University of New York General Education Requirements***

As an institution of the State University of New York, Empire State College is required to implement the policy of the State University of New York Board of Trustees regarding general education, enacted December 1998. Students are encouraged to become familiar with the following requirements at an early stage of their studies and to discuss with their mentor how to appropriately incorporate them into their degree program.

The State University of New York's general education requirement applies to all state-operated institutions offering undergraduate degrees. It requires bachelor's degree candidates, as a condition of graduation, to complete a general education program of no fewer than 30 credit hours specifically designed to achieve the student learning outcomes in ten knowledge and skill areas and two competencies, as specified below:

#### ***Knowledge and Skill Areas***

##### **1. Mathematics**

Students will show competence in the following quantitative reasoning skills:

- arithmetic
- algebra
- geometry
- data analysis
- quantitative reasoning

##### **2. Natural Sciences**

Students will demonstrate:

- understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis; and
- application of scientific data, concepts and models in one of the natural sciences.

##### **3. Social Sciences**

Students will demonstrate:

- understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis; and
- knowledge of major concepts, models and issues of at least one discipline in the social sciences.

#### **4. American History**

Students will demonstrate:

- knowledge of a basic narrative of American history: political, economic, social, and cultural including knowledge of unity and diversity in American society;
- knowledge of common institutions in American society and how they have affected different groups; and
- understanding of America's evolving relationship with the rest of the world.

#### **5. Western Civilization**

Students will:

- demonstrate knowledge of the development of the distinctive features of the history, institutions, economy, society, culture, etc., of Western civilization; and
- relate the development of Western civilization to that of other regions of the world.

#### **6. Other World Civilizations**

Students will demonstrate:

- knowledge of either a broad outline of world history, or the distinctive features of the history, institutions, economy, society, culture, etc., of one non-western civilization.

#### **7. Humanities**

Students will demonstrate:

- knowledge of the conventions and methods of at least one of the humanities in addition to those encompassed by other knowledge areas required by the general education program.

#### **8. The Arts**

Students will demonstrate:

- understanding of at least one principal form of artistic expression and the creative process inherent therein.

## **9. Foreign Language**

Students will demonstrate:

- basic proficiency in the understanding and use of a foreign language; and
- knowledge of the distinctive features of culture(s) associated with the language they are studying.

## **10. Basic Communication**

Students will:

- produce coherent texts within common college-level written forms;
- demonstrate the ability to revise and improve such texts;
- research a topic, develop an argument and organize supporting details;
- develop proficiency in oral discourse; and
- evaluate an oral presentation according to established criteria.

### ***Competencies***

The following two competencies should be infused throughout the general education program:

#### **1. Critical Thinking (Reasoning)**

Students will:

- identify, analyze and evaluate arguments as they occur in their own or others' work, and
- develop well-reasoned arguments.

#### **2. Information Management**

Students will:

- perform the basic operations of personal computer use;
- understand and use basic research techniques; and locate, evaluate and synthesize information from a variety of sources.

## Suffolk County Community College

### SUNY CORE GENERAL EDUCATION REQUIREMENTS

#### Introduction

All baccalaureate degree candidates at any college in the State University of New York (SUNY) system must complete a 30 credit-hour General Education requirement. More specifically, students must take at least one approved course in each of the 10 areas identified below. As a result of these requirements, students at Suffolk County Community College who plan to transfer to a SUNY four-year institution are expected to complete a minimum of 21 credits (7 courses) of the SUNY general education course requirements. In addition, students are strongly advised to satisfy the full 30-credit requirement prior to transfer.

#### General Education Area Approved SCCC Courses (as of 4/29/02)

|   |   |
|---|---|
| Mathematics   | MA23, 27, 36, 61, 64, 70, 87, 88, 89, 90, 92, 93  |
| Natural Sciences  | BY14, 16, 17, 18, 19, 20, 21, 24, 27, 30, 32, 38, 44, 46, 50, 52, 62, 70, 72, 81, 90<br>CH19, 21, 29, 33, 34, 45, 55, 56<br>ES15, 16, 17, 18, 21, 22<br>PH24, 53, 54, 71/72, 73/74<br>LT22, 28, 35, 38, 45, 88<br>MB20, 25, 50, OC15  |
| Social Sciences   | AN11, 21, 31, 50<br>EK11, 21, 22, 30<br>GY15, 16, 17<br>HS11, 12, 20, 22, 33, 34<br>PO15, 20, 25, 40<br>PC11, 15; SO11, 22, 40; SS11  |
| American History For all Students                             | HS33, 34, PO25  |
| For Students Scoring above 84 on NYS American History Regents | HS38, 39  |
| Western Civilization  | HS11, 12, 20, 22; ID11, 12  |
| Other World Civilizations                                     | AN11, 20, 31, 50, 55<br>CO23, EG60, PL18, PO40<br>GY15, 16, 17<br>HS22, 51, 57, 90  |
| Humanities  | EG13, 20, 42, 49, 51, 52, 53, 54, 57, 58, 59, 60, 61, 62, 71, 72, 74, 81, 83, 85, 86, 91<br>VA11, 12, 17, 18, 19<br>HM 28H, 77H, 81H, 82H, 87H, 88H, 94H<br>ID11, 11H, 12, 12H, 33<br>CO 15, 21, 22, 28, 51<br>MU11, 16, 17<br>PL11, 14, 15, 17, 18, 20, 23, 24, 25, 30, 32, 48<br>SP62, TH41, TH42; CN17, 18 |

|                     |  |
|---------------------|--|
| The Arts            | VA11, 12, 13, 17, 18, 19, 20, 30, 33, 35, 43, 44, 55, 59, 60, 61, 71,<br>81, 90, 91<br>MU11, 16, 17, 23, 24, 26, 40, 41, 51, 54, 55, 72/73/74, 91, 92, 95,<br>98, 99<br>TH11, 21, 25, 41, 42, 45 |
| Foreign Language    | FR11, GE11, IT11, SP11 (Note: or any higher level foreign<br>language course)  |
| Basic Communication | CO11, CO12, CO15, EG11   |

## **Nassau Community College**

### **SUNY GENERAL EDUCATION REQUIREMENTS**

Students considering transfer to any 4 year SUNY institution in any major are advised to fulfill at least 21 credits or seven of the ten categories of the SUNY General Education requirements as a part of their Associate's degree at Nassau Community College. Any SUNY General Education requirement that you do not fulfill at NCC you must then complete at the four-year SUNY institution to which you transfer. The following are the ten categories of the SUNY General Education Requirements. Contact the Academic Advising Center to determine which NCC courses satisfy each of the requirements.

- I. Mathematics
- II. Natural Sciences
- III. Social Sciences
- IV. American History
- V. Western Civilization
- VI. Other World Cultures
- VII. Humanities
- VIII. The Arts
- IX. Foreign Language
- X. Basic Communication

**Queens College  
Undergraduate Curriculum Committee**

**Report on General Education Requirements (October 8, 2002)**

This report is the second part of the response of the Undergraduate Curriculum Committee to the charge of the Executive Committee in September 2001. The first part of the committee's response was to articulate rationales and goals for the primary LASAR categories, as they had been interpreted in the past. These were approved by the Academic Senate in December 2001. During the spring and summer of 2002, the UCC examined possible changes and supplements to the LASAR categories as well as our Basic Skills requirements – the Primary College Competencies. In this report, we present a resolution to the Senate for its approval. The resolution is accompanied by a section which would be included in the College catalog, articulating what would become our General Education Requirements. In this part of the report we explain our recommendations to the College community and provide examples of courses which would fulfill the requirement. This report is meant to provide guidance to the Executive Committee and the Senate in their deliberations; it is not intended for inclusion in the catalog.

***Introduction***

The proposed General Education Requirements, which incorporate the former Basic Skills (Primary College Competencies), College writing requirements, and Liberal Arts and Sciences Area Requirements (LASAR), have two components, referred to as Basic Skills and Area Requirements. The proposed Basic Skills requirements resemble the existing ones, with a few changes. The Area Requirements are like LASAR categories in that they ask students to take certain courses in particular disciplines, but they also ask students to develop certain methods of knowing and learning, including the College writing requirement, and study specific subject content and perspectives.

A consideration as the Committee did its work was the "cringe" test. Imagine you overhear a Queens College graduate at a job interview saying, "I went to Queens College but I never learned anything about \_\_\_\_." Fill in the blank with a topic; if the statement makes us cringe, then we ought to require it. Our current requirements fail the cringe test in several ways, including its weak mathematics requirement, absence of a US perspective, and lack of historical perspective. In addition, most categories lack descriptions and rationales, providing students with no information on why requirements exist. Hence cringe-test-failing remarks such as, "I took course X because it was required, but I don't know why." For many students and faculty, our requirements are little more than a set of lists of random-appearing courses. The Committee also considered the range of requirements in other colleges in the area and weighed them in the process of making sure that the Queens College curriculum includes its own version of what is typically expected in a college education.

These courses are not meant to achieve all curricular goals. In particular, they do not address questions of higher levels of achievement, which belong to the major especially, and they do not

take into account the desirability of a variety of learning formats (seminars, lectures, groupwork), which look to pedagogical methods rather than curricular content.

### ***Basic Skills***

The proposed Basic Skills requirements include a strong recommendation that they be completed within students' first 30 credits, as these skills will help students in more advanced college work.

This recommendation also applies to the foreign language requirement. Many of our students have some high school foreign language instruction on which they can build if they begin college-level instruction quickly.

We have decided to eliminate the one-credit physical education requirement, as have most schools, including all CUNY colleges. The goals of this requirement are worthy, but unlikely to be attained by any one-credit course. Many students in fact substitute an academic course involving no physical activity.

**English composition** would normally be English 110, as now. It is our understanding that the College is working to incorporate a basic information literacy component in English 110.

The **Mathematics Skills** requirement has been combined with the existing LASAR quantitative reasoning requirement. Such a merger represents a slight reduction of our requirements, but we believe the effect would be minor. Many students now satisfy the existing quantitative reasoning requirement with a course in statistics, often one outside the Math department. In addition, the existing Mathematics requirement can be satisfied with 11th grade high school algebra or an appropriate SAT or Regents score. This fact, along with the fact that the current quantitative reasoning requirement is combined with the scientific method requirement, means that it is at present possible to graduate from Queens College with only high school algebra. We submit that this utterly fails the cringe test. (As the requirement is now written, Math 110 would not satisfy it, but it is the intent that it would, with modification (of the requirement or the course), as would most higher mathematics courses.)

The **Foreign Language** requirement is unchanged – 3 years of the same language in high school, or three college semesters, or passing a proficiency test.

### ***Area Requirements***

In examining LASAR, the committee was confronted with the problem of ensuring that students are exposed to the methodology and content topics and perspectives we believe are important while maintaining a distribution of courses across disciplines, academic departments, and divisions, without increasing the burden on students. We also desired to retain the principle that students should be able to find their own best approach to fulfilling requirements. To accomplish these seemingly incompatible goals, the committee proposes a system that builds on the current LASAR format, rather than replaces it, adding methodology and content topic and perspective requirements to the disciplinary requirements. The additional requirements are designed so that they can be satisfied by the courses required in each discipline, although they can also be

satisfied by other courses. This system is designed to achieve a core education without core courses; in particular, it:

- 1) Opens up the range of courses in the disciplines to which students should be exposed, since they can be defined without demanding that they also take account of substance.
- 2) Incorporates into the requirements certain intellectual methods and specific subject areas and perspectives without limiting them to specific disciplines.
- 3) Maintains the practice of defining requirements in a way that allows each of them to be filled by a number of departments, and, where possible, in more than one division.
- 4) Allows the College to recommend, for guidance purposes, curricula of specific courses that efficiently fill both sets of requirements in manners appropriate for different groups, e.g. entering students, transfer students, or students in certain programs (Education, BFA, BS) without creating one-size-fits-all courses.
- 5) Enables students to design programs that satisfy their individual interests or abilities within the common framework. They can take courses at different levels, combine them with majors or minors or clusters of their own design, and as long as they take courses in the required disciplines they may take the additional courses without regard to division. The proposal can be put in the form of a table as shown in the accompanying proposed Senate Resolution. In this table, the disciplinary requirements familiar from LASAR are listed along the left side, defining horizontal rows. Methodology and content are listed along the top, defining vertical columns. There are three methods, or "Ways of Knowing and Learning" – Writing, the Scientific Method, and Historical Emphasis – and five content areas, or "Content and Perspective" topics – Western Civilization, Non-Western Civilization, Science and Society, the US Experience, and Race, Ethnicity, and Gender. A course entered into a particular row satisfies the disciplinary area it is a part of. At the same time, it may satisfy one or more method requirements and at most one content topic.

Judicious selection would enable students to satisfy all Gen Ed requirements with a minimum of courses – eight disciplinary courses plus a number of skills courses, depending on a student's entry level. This number is less than the present LASAR system demands, yet all existing LASAR categories, plus several new ones, are satisfied. However, students who take more than the minimum number needed will be better able to design a program of study that meets their interests.

We now discuss the Ways of Knowing and Learning and the Content and Perspective areas separately in more detail. To clarify the intent of these requirements, we provide examples of courses that would fit – and of courses that would not.

## **Ways of Knowing and Learning**

As the name implies, the Ways of Knowing and Learning are intellectual methods or ways of thinking which may be used in several different disciplines. The first, Writing, is the existing "three-W" requirement, which we include in the Area Requirements because it:

- 1) Emphasizes the importance of writing not only as a skill, but also as a way of learning content in all disciplines. Writing about history is not the same as writing about art, but learning to do either well helps one learn the history or the art.
- 2) Encourages departments to provide more writing-intensive courses in their area offerings.
- 3) Clarifies the College's writing requirement for students, by integrating it with other College expectations for its students.

The Scientific Method requirement is half of the previous LASAR Quantitative Reasoning/Scientific Method requirement. While most of these courses are likely to be from the natural sciences, courses in the philosophy or history of science which include examination of the investigative experience involved in the scientific method would also fit. An appropriate course might give students the opportunity to carry out experiments to compare with theoretical predictions they have learned, present conclusions about the natural world along with evidence used to draw those conclusions, or present incorrect hypotheses and show how evidence was used to falsify them. Courses could also use a historical approach, showing how models demonstrated to be inconsistent with observation were abandoned, causing a paradigm shift.

The Historical Emphasis requirement is new, introduced, as the Rationale indicates, to ensure that our graduates have a historical perspective. Surveys of U.S. History would meet this requirement, as would more specific courses in, say, U.S. Labor History or U.S. Business History that spanned a century or more and emphasized change over time. A Political Science course that covered the historical development of political parties from the 1790's to the present could meet the requirement, but not a course on political parties today. An Anthropology course on the changes in a particular society over time would fit, but not a course examining that society at a specific point in time. A literature course that studied the development of literary forms in a given tradition over a period of at least a century would be appropriate, but not a course which emphasized the analysis of particular works or concentrated on a particular period. A single course may satisfy more than one method; for example, a writing-intensive course which studied the emergence of the scientific method in the 16th and 17th centuries could simultaneously satisfy a W, Scientific Method, and Historical Emphasis.

## **Content and Perspective**

The Content and Perspective topics are intended to ensure that students have the opportunity to study particular subject matter and perspectives we deem important while retaining an appropriate distribution of courses across disciplines and academic divisions. We have carried over two requirements from the previous LASAR – Western Civilization and Non-Western

Civilization – and added three – Science and Society, US Perspective, and Race, Ethnicity, and Gender. Regrettably, it was necessary to eliminate the Pre-Industrial category in order to avoid over-burdening students with requirements, especially in the social sciences. (We have taken account of the fact that it is unlikely that students taking a basic, introductory Social Science course will be able to apply it to a content area). This loss is partly compensated by the Science and Society requirement, which includes courses that examine the impact of science and technology, including industrialization, on societies.

### **Western Civilization**

These might be courses on some aspect of Classical civilization, culture or history, or on cultures of later periods which show their influence or the development of Western cultural ideas; survey courses in European history; philosophy courses on major themes or ideas in Western thought; or economics courses on broad topics of Western economic thought. Courses in this group are likely to come from English, Art History, Classics, Comparative Literature, Philosophy, History, Economics, Political Science, and Italian, and would be in the Humanities I, II, or III rows or the Social Science rows.

### **Non-Western Civilization**

Courses on the cultures of Asia, Africa, and Latin America are suitable. In addition, courses which discuss the practice of constructing definitions of Western vs. non-Western, study cultures which are especially characterized by participating in both Western and non-Western traditions, or which focus on comparative topics are also appropriate to achieving this goal. Appropriate courses would largely be in most of the social science departments and in the Social Science rows.

### **Science and Society**

Despite the name, many appropriate courses are likely to be not from the sciences, but rather from the arts, humanities and social sciences. Examples include a history course which included a study of the effect of nuclear weapons on the course of the Cold War, an Urban Studies course on postwar urban development which examined the effect of the automobile, a drama course which included the Broadway play on Bohr and Heisenberg, an Anthropology course on the effects of industrialization on a particular society, a Media Studies course on how artistic and creative expressions changed with the emergence of new media, such as radio, movies, talkies, color, television, the VCR, the Internet, digital techniques, etc.

### **United States Experience**

Appropriate courses, which should present broad ranges of the United States experience, might include studies of American political or economic development, surveys of American music, literature, or art, or other explorations of major themes defining American intellectual or creative life. Such courses are likely to be from several social science departments, American Studies, and English, and fit in Humanities I, III, or Social Science rows.

## **Race, Ethnicity, and Gender in the US**

Since a goal of this requirement is to challenge students to see the world differently, ideally they would study something "other" with respect to their own perspectives. For example, a white woman might choose a course on Native Americans, while an African American man might choose a course on the experience of South Asian women. A course in American literature which devotes significant time to Latino American writers would fit this requirement, as would a sociology course on the demographics of race in contemporary American society. Most courses are likely to come from the social sciences, the ethnic studies programs, English, and some other arts and humanities departments, and be found in the Humanities I or II or Social Science rows.

### ***Effects on Students***

The separation of discipline from method and content gives more flexibility. For example, students interested in the social sciences could satisfy more of the content and perspective requirements with courses from the social sciences, giving them more freedom in choosing courses to satisfy the disciplinary requirements in arts and humanities and the natural sciences, as they would not need to be concerned with satisfying the content and perspective requirements. In the same way, students could choose to satisfy the content and perspective requirements with courses in or cognate to their major.

This increased flexibility makes it easier to satisfy the requirements despite the fact that we are expecting more from our students. With careful "double-dipping," all requirements can be satisfied with as few as eight courses. The clear motivations and expectations now provided should help students understand our expectations and make it easier for them to satisfy them. The emphasis on time sequencing should also give students more guidance in their study. Yet students should achieve a stronger, more integrated education and a richer, broader-based intellectual experience.

### ***Effect on Departments***

The separation of discipline from content enables the College and individual departments to provide more guidance to students by recommending sets of courses that efficiently satisfy all requirements in ways that are appropriate for different groups. Of course, in many majors, students will finish most of their Gen Ed requirements in their first 60 credits before they actually declare a major. But for structured majors in which students declare a major earlier, the department is in a position to provide preferred options for their students. For example, students in a premedical program might be advised to satisfy the Science and Society requirement by taking a course on the effect of new treatment techniques on medicine.

The clear articulations of the rationales and goals of the requirements should help departments develop new courses and prevent "curricular drift" – the tendency of courses to shift in content over time as instructors and disciplinary techniques change.

We expect any change in enrollments due to the new requirements to be small. Informal checks of the catalog course descriptions suggest that there are more than enough courses, distributed across the divisions and the departments, that students will be able to satisfy all the Method and Content requirements without significant disruption of existing enrollment patterns. Nonetheless, the provost has given assurances that departments will be held harmless for a specified time if they are adversely affected.

### ***Implementation Schedule***

The goal is that these proposals will be discussed by divisions, departments, and student groups during Fall 2002. Assuming reasonably positive reactions, the committee would meet in January 2003 to develop a final document incorporating suggestions and comments received. The proposal would then be sent to the Academic Senate for its consideration in early Spring 2003. If these new requirements are approved, the committee would then expect to request course syllabi and approve courses for the Method and Content requirements during the remainder of 2003. The requirements would take effect for students matriculating at the college in Fall 2004.