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July 10, 2006

THE GENERAL EDUCATION DIVERSITY REQUIREMENT AT BCC

Pursuant to a provision the 1998-1999 statewide four-year and two-year college/university articulation agreement (see below, relevant sections highlighted in yellow), the BCC Faculty Senate, on March 23, 1999, approved a proposal from the BCC General Education Committee calling for the inclusion of a general education diversity requirement in the core requirements of all AA and AS degree programs (effective as of July 1, 1999). This requirement directs all AA and AS degree students to take and pass at least one 3-credit "diversity" course as they complete their general education requirements. For example, a student might take SOC121 Changing Roles of Women as one of her/his general education electives in the Social Sciences, HIS126 Modern African History as one her/his general education electives in Humanities/History, or LIT224 Topics in International Literature as one of her/his general education electives in the Humanities, etc.

Then, in 1999-2000, the Senate approved a further proposal from the BCC General Education Committee calling for the inclusion in the General Education core requirements for AAS degree programs a recommendation (not requirement) that students in such programs, in completing the BCC General Education Program, take and pass at least one Humanities or Social Science elective in gender studies, non-western history or thought, and/or cultural diversity. (SR #100 99/00, effective as of July 1, 2000.)

Note that the statewide agreement does not require the inclusion of a diversity requirement in AS degree programs or of a diversity recommendation in AAS degree programs. Those inclusions are based on the discretion of BCC itself.

In an effort to make more specific and explicit the standards for a diversity course designation at BCC, a subcommittee of the GE Committee worked through the spring, summer, and fall terms of 2005 to formulate a revised diversity course policy. The policy was presented to and approved by the Faculty Senate on March 21, 2006, effective as of July 1, 2006 (SR SR#46-05/06).

The members of the subcommittee on diversity were Peter Dlugos, Thomas Jewell (chair), Alan Kaufman, Bill Morales, and Paula Williams.

The statewide agreement on "A General Education Foundation for Associate in Arts and Associate in Science Transfer Programs in New Jersey's Community Colleges" (as amended on May 7 and December 15, 200) is presented on the following three pages (2-4).

The new "Standards for BCC Diversity Courses" are presented below on pp. 5-6.

12/15/2000

New Jersey Colleges and Universities
A General Education Foundation for
Associate in Arts and Associate in Science Transfer Programs
in New Jersey's Community Colleges

Introduction

- The overall goal of this agreement is to provide an efficient path toward an in-state bachelor's degree for New Jersey college students who begin their studies at a community college. Ideally, this means full transfer toward the bachelor's degree of all credits required to complete the associate degree program at the community college and the same credit and grade requirements for baccalaureate completion by transfer students as for native students. (Nothing in this agreement restricts an institution, upon receiving a transfer student whose record contains transfer credits or credits for nontraditional learning acquired other than through formal study in courses offered by the sending community college, from re-evaluating those credits according to its own criteria.)
- Both community colleges and baccalaureate institutions have a responsibility to work together toward this end, providing students the options and the information they need while maintaining high expectations and program standards.
- Community college transfer programs prepare students for transfer into a wide variety of baccalaureate programs. The general education foundation of a well-designed transfer program will transfer in full, subject to the same requirements and standards for the native student. Beyond that foundation, careful attention must be paid to the requirements of the particular major.
- The goals and objectives (attached) developed by the NJ County College General Education Project are a suitable basis on which to establish a collaborative approach to general education transfer across institutions and sectors.

Agreement

- Each participating community college agrees to offer AA and AS transfer programs with a common foundation of general education courses as provided in the attached. The balance of each program (which typically provides a range of required and elective courses) will be designed at the discretion of the community college. Consistent with long-standing tradition and state regulation, the general education foundation is recognized as 45 credits for AA programs, and 30 credits for AS programs.
- Each participating transfer institution will accept this general education foundation in full for each transferring community college student who has completed it (as certified by the community college) and who is enrolling in a parallel bachelor's degree program (i.e., AA to BA or AS to BS). This foundation will satisfy 45 credits (AA) or a minimum of 30 credits (AS) of the general education requirements at the transfer institution, consistent with the requirements for native students at that institution.
- In cases where a community college transfer program requires a larger number of general education credits than stipulated in this foundation, each participating transfer institution will make every reasonable effort to accept these additional general education credits - up to the number of general education credits required of native students pursuing the designated major.
- Beyond general education, the student will bear major responsibility to choose courses at the community college which are consistent with the intended baccalaureate institution and major. Where appropriate, individual program articulation agreements should be developed to guide students in the selection of courses beyond the foundation.
- Both community colleges and transfer institutions share responsibility for program articulation within the various categories of major and for ongoing attention to issues of course standards and content within each general education category. The academic officers of each sector will jointly organize ongoing processes for these purposes.
- This agreement is subject to the terms and conditions set forth in the "Transfer Articulation Principles for New Jersey Colleges and Universities" approved by the Executive Board of the New Jersey Presidents' Council on May 19, 1997. Institutions may participate or withdraw at any time by letter signed by the chief academic officer and addressed to the New Jersey community college academic

officers c/o a designated coordinating member. Should any institution withdraw, it shall hold harmless any students who entered in reasonable expectation that this agreement was applicable to them.

- This agreement shall remain in effect until successor language is determined to be acceptable by at least 75% of current participants.

[See next page for "Foundation Curriculum"]

4/7/2000

**New Jersey Colleges and Universities
A General Education Foundation for
Associate in Arts and Associate in Science Transfer Programs
in New Jersey's Community Colleges**

| General Education Goal(s) addressed | | | | | | | | | Course category | AA credits | AS min credits ⁹ | |
|-------------------------------------|---|---|---|---|---|---|---|---|---|------------|-----------------------------|---|
| 1 | 2 | 3 | | | | 7 | | 9 | Communication ¹ | 9 | 6 | |
| 1 | 2 | 3 | 4 | 5 | | | 8 | 9 | Mathematics - Science - Technology Mathematics ⁵ : 3 - 8 cr Science ⁶ : 3 - 8 cr Computer science or technological literacy ⁷ : 0 - 4 cr | 12 | 9 | |
| 1 | 2 | 3 | 4 | 5 | 6 | | 8 | 9 | Social Science ³ | 6 | 3 | 3 |
| 1 | 2 | 3 | | | 6 | 7 | 8 | 9 | Humanities ⁴ | 9 | 3 | |
| 1 | 2 | 3 | | | 6 | | 8 | 9 | History ² | 6 | | |
| 1 | 2 | 3 | | | | | 8 | 9 | Diversity courses ⁸ | 3 | | |
| | | | | | | | | | <i>General education foundation total</i> | 45 | 30 | |

| Note | AA programs | AS programs |
|------|--|--|
| 1 | A set of courses which addresses the full scope of Goal 1 and which prepares students for studying literature; normally, two courses in English composition plus a course in speech or human communication. | A minimum of two courses in English composition. May include an additional course in speech or human communication (see note 9 below). |
| 2 | Any broad-based courses such as World, Western or American History (or Civilization). | (See note 4 below.) |
| 3 | Any two introductory courses from among anthropology, economics, geography, political science, psychology or sociology. | At least one introductory course from among anthropology, economics, geography, political science, psychology or sociology. |
| 4 | Any three broad-based courses in art, music or theater appreciation; literature; a foreign language; philosophy and/or religious studies - and/or additional broad-based courses in history. | At least one broad-based course in history; art, music or theater appreciation; literature; a foreign language; philosophy and/or religious studies. |
| 5 | Any foundations, statistics or algebra/calculus course(s) that build(s) on demonstrated proficiency in basic algebra. | |
| 6 | Any course(s) in general biology, chemistry or physics - or robust non-major survey courses. At least one of these courses must have a laboratory component. | |
| 7 | Either a standard literacy course emphasizing common applications, or a rigorous introduction to computer science. [This component is not required for students who can demonstrate competency.] | |
| 8 | Any course whose primary purpose is to help students analyze the implications of the commonalities and differences among culturally diverse people(s). May include courses in gender studies or in non-western history or thought. If the diversity competencies are successfully integrated into one or more other general education courses, three credits may be moved from this category to another. | |
| 9 | AS programs require a minimum of 30 credits from among the indicated categories, with minimum distributions as shown. Beyond these minimums, any 30-credit subset of the AA program credit distribution will be accepted. (AS students who wish to transfer more than 30 credits of general education are advised to follow the AA distribution requirements.) | |

General Education Subcommittee on Diversity

Standards for BCC Diversity Courses

The General Education Diversity Requirement supports the College's mission of providing high quality, relevant, and varied educational programs and opportunities. A major goal of the requirement is to promote intercultural understanding.

A Diversity Course:

1. provides students with the knowledge, understanding, and skills necessary to live more productively and effectively in a highly diverse society;
2. develops 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;
3. assists students in thinking critically about current events and issues related to diversity and conflict; and
4. helps 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.

To qualify as a Diversity Course, the departmental syllabus for a general education course must, in a significant manner, include student learning objectives, activities, readings, and assessment-techniques designed to motivate students to demonstrate the ability to deal constructively with information, ideas, and emotions associated with issues of diversity.

Specifically, a diversity course will:

1. promote a more reasoned understanding of differences and similarities in our pluralistic society, with regard to such factors as:
 - a. culture
 - b. ethnicity
 - c. race
 - d. class
 - e. gender
 - f. religion
 - g. age
 - h. sexual orientation
 - i. disability
2. seek to promote respect for individual differences and the dignity of all people; and
3. be approved for three or more credits.

The General Education Committee will assess departmental syllabi for courses submitted to fulfill the Diversity Requirement.

The BCC Catalog should include text describing the nature and purpose of the Diversity Requirement. This text should be consistent with the College's Mission Statement, with its statement of Core Competencies, and with the statement of the goals and objectives of the General Education Program.*

*Possible Catalog Text and Mission Statement:

The Bergen Community College Diversity Requirement is an essential part of the BCC General Education Program and is designed to support the College's goal of improving student competencies in critical thinking, in civic responsibility, and in the personal and interpersonal interactions that are essential for living and working in a multicultural environment.

The Diversity Requirement is met when a course designated as a Diversity Course has been successfully completed.