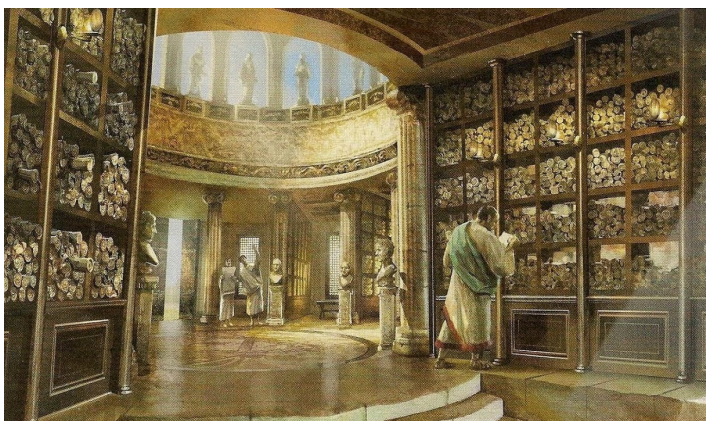


GENERAL EDUCATION

GENERAL EDUCATION CORE COMPETENCIES AND GOALS

As part of Essex County College's mission, the College seeks to transform lives so that students can achieve a better future through education. Essex students are thus empowered to become agents of change in their own lives, in their communities and in the world. Mastery of the general education courses prepares students with critical thinking, writing, problem solving, research and analytical skills that lay the foundation for academic excellence. Essex's comprehensive core of general education courses is affirmed by the State of New Jersey. These courses ensure that no matter the degree chosen, all Essex students will graduate with a comprehensive academic perspective, as well as the more specialized knowledge of the major course requirements.

Essex County College firmly believes that broad-based knowledge best prepares students for further education at four-year institutions, as well as for the demands of a competitive marketplace and the global economy. Therefore, depending on the degree and major chosen, students may take a number of courses in the following categories:



General Education Core Competencies

The following core competencies should, to the greatest extent possible, be embedded in all general education courses:

A. Written and Oral Communication in English:

Students will communicate effectively in oral, written, nonverbal, and visual media.

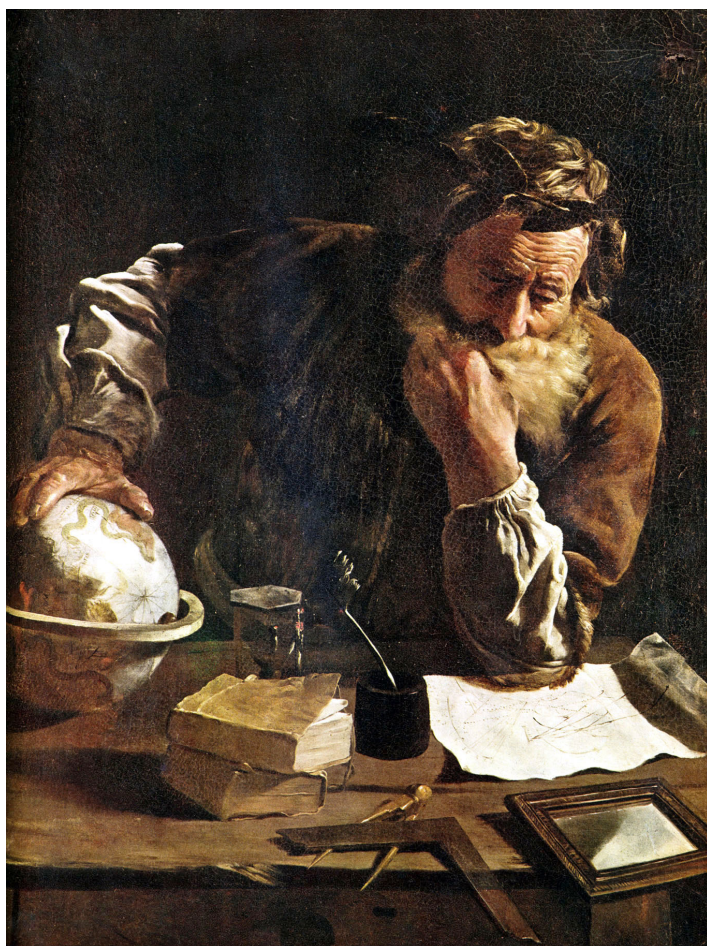


1. Students will read, write, illustrate, and listen actively, critically, and reflectively and respond logically, informatively, persuasively, and creatively.

2. Students will evaluate and revise their communication, writing and speaking clearly and effectively in standard formal American English with use of inclusive language.
3. Students will understand, analyze, and assess nonverbal, cultural, and gender communication in small group and public communication settings.

B. Critical and Ethical Thinking and Problem Solving:

Students will use critical thinking and problem-solving skills in analyzing information in an ethical manner.



1. Students will distinguish among opinions, facts, and inferences identifying and critiquing underlying and implicit assumptions.
2. Students will thoughtfully evaluate diverse perspectives and alternate points of view by asking informed questions and making informed judgments.
3. Students will solve problems by applying discipline-appropriate methods and standards.
4. Students will integrate their knowledge, take an ethical position on issues or situations, and defend their stance with logical arguments.

C. Information and Computer Literacy:

Students will recognize when data and information is needed and have the skills to locate, evaluate, and effectively use information for college-level work.

1. Students will recognize the value of using the information to strengthen arguments and articulate research project questions.
2. Students will identify resources and construct strategies for locating information and data to answer research project questions in their particular study fields, possibly using web search engines and data analysis tools.
3. Students will understand factors that affect the quality of data and information and extract pertinent information needed for specific research questions and integrate it cohesively.
4. Students will respect the privacy, security, and ownership of data and information they use, including ethical considerations focusing on avoiding plagiarism.
5. Students will demonstrate media literacy by accessing, analyzing, and evaluating messages in various media modes, genres, and forms with an appreciation of the impacts of technologies on societies.

D. Collaboration, Cooperation, Intra-Cultural, and Inter-Cultural Responsibility:

Students will demonstrate interpersonal skills required for effective performance and understand the privileges and responsibilities of being a citizen in diverse and pluralistic societies, both locally and globally.

1. Students will demonstrate communication skills that promote effective functioning and interpersonal relations with individuals and groups, including effective cross-cultural communication.
2. Students will employ strategies, like brainstorming, role playing and consensus building, which promote productive and supportive interpersonal interaction in individual and group settings.
3. Students will demonstrate understanding of the behaviors and beliefs of different social groups with pluralistic societies, including those based on culture, ethnicity, race, religion, creed, disability, marital status, national origin or ancestry, age, gender, socio-economic status, and sexual orientations.

General Education Goals

Goal 1. Written and Oral Communication in English:

Students will communicate effectively in both speech and writing.

- 1.1 Students will read, write, and listen actively, critically, and reflectively.
- 1.2 Students will logically, informatively, persuasively, and creatively respond orally and/or in writing to what they read, hear, and see.
- 1.3 Students will evaluate and revise their written and/or oral communication.
- 1.4 Students will write and speak clearly and effectively in formal standard English.
- 1.5 Students will understand, analyze, and assess nonverbal, cultural, and gender communication in both small group and public communication settings.

Goal 2. Mathematics:

Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.

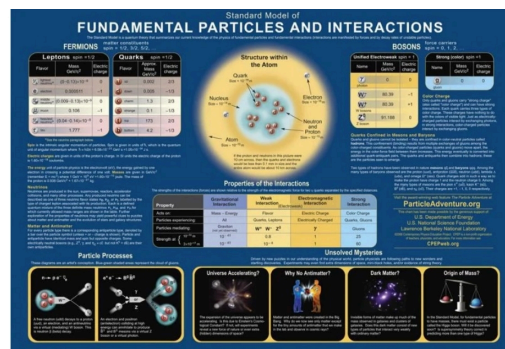
2.1 Students will develop graphical, numerical, analytical and verbal models to describe quantitative relationships that exist in the world and communicate these concepts effectively.

2.2 Students will investigate and interpret these models using the mathematical skills, tools and reasoning appropriate to each type of model.

2.3 Students will draw logical conclusions by applying a variety of mathematical problem-solving strategies.

2.4 Students will demonstrate an understanding that mathematics is a precise language that is used to solve complex problems in many disciplines.

This chart of the particles and interactions details how the particles of the Standard Model interact according to the three fundamental forces that Quantum Field Theory describes. When gravity is added into the mix, we obtain the observable Universe that we see, with the laws, parameters, and constants that we know of governing it. Mysteries, such as dark matter and dark energy, still remain.



(Credit: Contemporary Physics Education Project/DOE/SNF/LBNL)

Goal 3. Science:

Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.

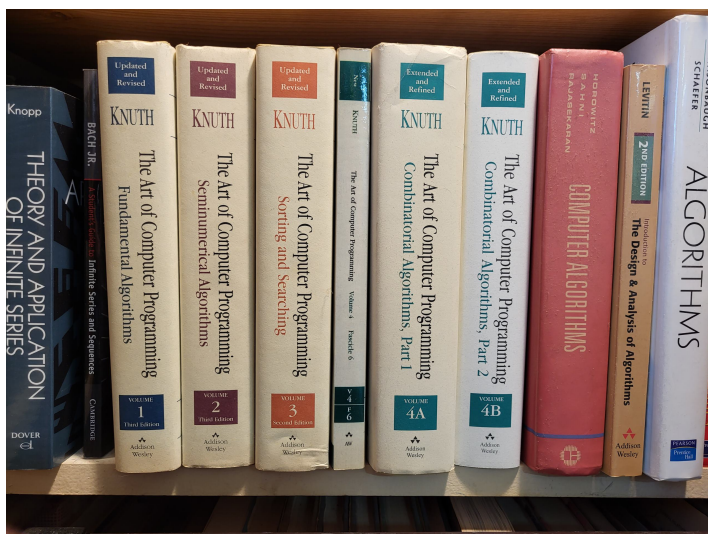
3.1 Students will apply the scientific method of inquiry to solve problems utilizing critical thinking techniques to reason, listen, follow directions, make observation, and draw conclusions based on verifiable evidence by converting word problems to the appropriate mathematical language.

3.2 Students will use scientific theories and knowledge to understand the Natural Sciences and assess the impact of scientific theories, discoveries, and technological changes on society.

3.3 Students will integrate scientific principles and scientific discovery, and will critically investigate the impact of science and scientific discovery on our understanding of the natural universe.

Goal 4. Technology or Information Literacy:

Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.



4.1 Students will demonstrate proficiency with electronic communications as appropriate to academic and professional use.

4.2 Students will demonstrate the ability to use a particular technology or group of technologies to analyze or solve problems.

4.3 Students will demonstrate proficiency in the proper use of interfaces, files, essential productivity software, web browsers and search engines.

4.4 Students will describe accurately and analyze the impact computer technology has on modern society.

4.5 Students will explain the social and ethical issues surrounding a particular technology or group of technologies and articulate their opinions about such issues using written and oral communication.

4.6 Students will gather information from various resources, search tools, and strategies, evaluate and analyze that information, and then select information and use it correctly to answer a research question.

4.7 Students will respect the privacy, security and ownership of the information they locate and use, recognizing and honoring the ethical considerations relevant to data and information use with a particular focus on eliminating plagiarism.

4.8 Students will demonstrate competencies in utilizing computing devices and software skills to command programming languages to take advantage of education, information, and cultural opportunities in digital societies.

Goal 5. Social Science:

Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

5.1 Students will critically evaluate behavioral or societal issues using theories and concepts from a social science perspective.

5.2 Students will analyze and appreciate how social and political institutions and organizations influence individual development and behavior.

5.3 Students will demonstrate an understanding of the ways social scientists gather, analyze data, integrate knowledge, and draw conclusions.

Goal 6. Humanities

Students will analyze scholarly works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.



6.1 Students will interact with texts, performance and visual media, demonstrating an awareness of significant themes and their contexts. They will analyze themes and contexts, while articulating their connections, meanings and values to self, society, and others.

6.2 Students will draw upon the visual, literary and performing arts and/or the study of philosophical and religious systems of thought and practice in order to expand their understanding of cultural, historical, and intellectual imagination.

6.3 Students will critically engage and use project-based learning to demonstrate an awareness of and critically engage with a range of historical and contemporary performances and visual and literary works and the approaches commonly used to analyze them.

6.4 Students will demonstrate communicative competence in a language other than English and their own and show appreciation of that added language's cultural and historical context.

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Goal 7. History:

Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

7.1 Students will demonstrate an understanding of the causes of major historical events and analyze the impact of those events on a nation or civilization.

7.2 Students will critically interpret primary and secondary historical documents and critically evaluate the influence of perspective, time, and culture on the writer's point of view.

7.3 Students will explain major ideas, movements, and technological discoveries, and their impact on western, world, and American society.

Goal 8. Diversity and Global Perspective:

Students will understand the importance of a global perspective and culturally diverse peoples.



8.1 Students will link culture, its practices and perspectives, with its geographical and/or historical conditions.

8.2 Students will analyze how the differences in people's backgrounds are important to U.S. society and the global community.

8.3 Students will identify and evaluate the consequences of prejudicial attitudes and discriminatory actions.

8.4 Students will analyze the impact of globalization on the economic and political structures of various nations and cultures.

8.5 Students will demonstrate an understanding of the behaviors and beliefs of different social groups within a pluralistic society.

The Following Chart has been extracted from the New Jersey Council of County Colleges (NJCCC) April 3, 2023, Comprehensive List of General Education Courses at all New Jersey County Colleges. It displays all currently approved General Education Courses at Essex County College, where the seven Categories in the Chart refer to those specified by the NJCCC.

Gen Ed Courses at Essex County College Last Updated April 3, 2023	Gen Ed Courses at Essex County College Last Updated April 3, 2023	Gen Ed Courses at Essex County College Last Updated April 3, 2023	Gen Ed Courses at Essex County College Last Updated April 3, 2023
1. Written & Oral Communication: this category is "checked" and includes Comp I, Comp II, and Oral Communication Comp I ENG 101 Items: Stats MTH 101 Comp II ENG 102 Items: Stats MTH 102 Technical Write: A&S only ENG 105 Mathematics Stats MTH 141 Interper./Oral CM ENG 109 2. Science: Any course in the biological or physical sciences that provides scientific principles; no professional courses 2. Mathematics: all courses that build on algebra Intro Calc Math MTH 100 College Bio I BIO 101 Concepts Math MTH 103 College Bio II BIO 102 Calc. Algebra MTH 113 General Bio I BIO 103 Technical Math-A&S Only MTH 109 General Bio II BIO 104 Precalc MTH 118 Fund. A&P BIO 116 Precalc I MTH 119 A & P I BIO 121 Precalc II MTH 120 A & P II BIO 122 Discrete Math MTH 136 Microbiology BIO 211 Unified Calc MTH 114 Genetics BIO 237 Calc I MTH 121 Earth Science, Ecology & Environment Calc II MTH 122 General Science BIO 239 Unified Calc II MTH 113 Meteorology PHO 134 Calc III MTH 221 Astronomy PHO 133 Differential Equat MTH 222 Geology I GEO 105 Basic Calculus MTH 127 Geology II GEO 106 Linear Algebra MTH 219	Math: Statistics Chemistry College Chem CHM 101 Intro to Physics PHY 101 College Chem II CHM 102 Amer Govt POL 104 General Chem I CHM 103 Psychology: any form of scientific inquiry, the biology of behavior, states of consciousness, learning, memory, cognition, motivation/emotion, life span, personality, psychological disorders Gen Chem II CHM 104 Gen. Psych PSY 101 Physics Physics I PHY 101 Child Psych PSY 219 Physics II PHY 102 Pupils of Soc SOC 101 General Physics I PHY 103 Soc of Family SOC 219 General Phys II PHY 104 Social Problems SOC 108 3. Technical: content computer skills required to access, present, and present information; not limited to one application, language, or program. Fund of Comp Sci CSC 100 Art: appreciation and art history Computer Literacy CIS 107 Art Appreciation ART 106 Understud Microscop CSC 151 Art History I ART 101 Information Literacy Skills ILS 101 Art History II ART 102 4. Social Science: introductory courses from anthro, econ, geography, political sci, psych, or soc; course not designed for a program or major; history courses excluded from this category Cultural Anthro ANT 101 Music Apprec MUS 101 Physical Anthro ANT 105 Music Hist MUS 106 Microecon ECO 101 Soc Apprec MUS 108 Microecon ECO 102 Black Contrib to Musc MUS 117	Political Science - American Government, International Relations, Comparative Government, Political Theory Intro to Politics POL 101 Amer Govt POL 104 Psychology: any form of scientific inquiry, the biology of behavior, states of consciousness, learning, memory, cognition, motivation/emotion, life span, personality, psychological disorders Gen. Psych PSY 101 Child Psych Child Psych PSY 219 Pupils of Soc Pupils of Soc SOC 101 Soc of Family Soc of Family SOC 219 Social Problems Social Problems SOC 108 5. Humanities: broad-based courses in appreciation of arts, music, or theater; literature; foreign language; history, philosophy and religious studies Art: appreciation and art history Art Appreciation ART 106 Art History I ART 101 Art History II ART 102 Music: appreciation and historical surveys; performance-based courses not accepted for General Education Music Apprec MUS 101 Music Hist MUS 106 Soc Apprec MUS 108 Black Contrib to Musc MUS 117	Religious Studies Comparative Religion REL 101 Foreign Language: all courses in target language accepted; conversation or the intro-level language acquisition for specific professions, literature in translation and "topics" classes not accepted for Gen Ed Arabic I ARB 101 Arabic II ARB 102 French I FRN 101 French II FRN 102 Spanish I SPA 101 Spanish II SPA 102 Intermediate Span I SPA 103 Intermediate Span II SPA 104 6. History: broad-based courses in World, Western, non-Western or American History Western Civ I WST 101 Western Civ II WST 102 U.S. Hist I UST 111 U.S. Hist II UST 112 World Civ I WST 101 World Civ II WST 102 7. History: primary purpose is to expose students to a multicultural society or people; non-introductory language allowed Cultural Anthro ANT 101 Physical Anthro ANT 105 Approximation of Art ANT 106 Approximation of Art ANT 106 Art History I ART 101 Art History II ART 102 Art History III ART 103 Art History IV ART 104 Art History V ART 105 Art History VI ART 106 Art History VII ART 107 Art History VIII ART 108 Art History IX ART 109 Art History X ART 110 Art History XI ART 111 Art History XII ART 112 Art History XIII ART 113 Art History XIV ART 114 Art History XV ART 115 Art History XVI ART 116 Art History XVII ART 117 Art History XVIII ART 118 Art History XIX ART 119 Art History XX ART 120 Art History XXI ART 121 Art History XXII ART 122 Art History XXIII ART 123 Art History XXIV ART 124 Art History XXV ART 125 Art History XXVI ART 126 Art History XXVII ART 127 Art History XXVIII ART 128 Art History XXIX ART 129 Art History XXX ART 130 Art History XXXI ART 131 Art History XXXII ART 132 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