

Attachment A.2
**The Characteristics of the BCC Educated Person and
 Where They are Developed in the Student Experience**

General Areas	Desired Competencies	Where Those Competencies Are Developed in the Student Experience	How Student Achievement of these Competencies is Assessed
Discipline-Specific Knowledge and Skills	<p>Learning outcomes articulated by individual programs</p> <p>NEASC Standard 4.18:</p> <ul style="list-style-type: none"> • Mastery of the knowledge, methods, and theories pertinent to a particular area of inquiry • Understanding of the complex structure of knowledge germane to an area of inquiry and its interrelatedness to other areas of inquiry • For programs designed to provide professional training, an effective relationship exists between curricular content and current practice in the field of specialization 	<ul style="list-style-type: none"> • Associate’s degree program requirements • Honors Program • Service-Learning • Internships • Co-op • Field placements 	<p>Individual program assessment of student mastery of program objectives</p> <p>Capstone courses</p> <p>Portfolios</p>
Intrapersonal	<p>Abilities described in General Education Area VI: Ethical Dimensions:</p> <p><i>Definition:</i> Students will develop an understanding of:</p> <ul style="list-style-type: none"> • differing points of view on the same issue • the evolution of the concepts of right and wrong • the underlying concepts of justice and fairness • the value of good citizenship • the standards for judging human behavior • the importance of considering the ramifications of decisions 	<p><i>Implementation:</i></p> <p>Infusion in program curriculum (in a single course, a series of courses, or a co-curricular program requirement) or a course identified by the working group</p>	<ul style="list-style-type: none"> • Evaluation (through grades, etc.) of student mastery of course objectives • Actual interaction during field work experiences • Competency-based assessments within each department • Employer evaluations (clinical placements – medical and other)

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	<p>SCANS Skills: Effective workers can productively use:</p> <ul style="list-style-type: none"> • Resources. They know how to allocate time, money, materials, space, and staff <p>Competent workers in the high-performance workplace need:</p> <ul style="list-style-type: none"> • Personal Qualities – individual responsibility, self-esteem and self-management, sociability, and integrity <p>Other abilities: The educated person:</p> <ul style="list-style-type: none"> • has some self-insight about own talents, skills, abilities, and tentative personal and professional life goals • has emotional control and the ability to become personally competent • has the ability to be a self-regulated and self-directed learner • has metacognitive skills and can assess and adapt own thinking • has the ability to become a critical and independent thinker • is able to set and achieve personally valued goals, to solve problems effectively (in personal and professional life), and to manage conflict and deal with change • has some personal and social skills needed to assume a leadership role <p>Bodily-Kinesthetic</p> <ul style="list-style-type: none"> • develops habits that optimize physical health • has awareness of one’s body position • can participate in activities, such as physical exercise or dance, that require gross motor skills and body balance 	<p>Courses: Communications, Creative Writing, Education, Human Relations, Humanities, Management, Psychology, Religion, Critical Reading and Thinking, Reading 12</p> <p>Infusion throughout the Curriculum</p> <p>College Programs: Cooperative Education, Internships, Service-Learning Experiences</p> <p>College Resources: Advisement, Career Development, College Committees and Clubs, Counseling, Campus Ministry, Student Senate, Transfer Counseling, College Catalog, Student Handbook</p> <p>Classes in Allied Health programs; Dance, Theater, Fitness Center, Exercise Classes</p>	

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Interpersonal	<p>Abilities described in General Education Area IV.1: Historical Phenomena: <i>Definition:</i> Students will develop:</p> <ul style="list-style-type: none"> • the ability to use historical factual information to understand the current world • an understanding of how values, belief systems, and institutions have evolved over time, and their significance and relationship to each other • an understanding of and the ability to make connections between human behaviors and consequences <p>Abilities described in General Education Area IV.2: Global Awareness: <i>Definition:</i> Students will develop:</p> <ul style="list-style-type: none"> • an awareness of varied perspectives concerning current global issues • the ability to consider issues from a global perspective (rather than from a particular culture) • an awareness of the events that set the foundations for current global situations • an understanding that the modern world is the product of complex forces involving divergent views and dynamics <p>Abilities in General Education Area IV.3: Social Phenomena: <i>Definition:</i> Students will develop an understanding of:</p> <ul style="list-style-type: none"> • the forms of human interaction: social, political, economical, personal, and environmental • the principles of group behavior and social organization, with attention to how power is wielded in society • American and other cultural values, 	<p><i>Implementation:</i></p> <p>Courses: For A.A. programs (except Art Transfer and Elementary Education)*: HST 13 or 31** For A.S. programs: HST 13, 14, 31, or 32* *Art Transfer and Elementary Education programs will continue exemptions in effect during 2003-04 academic year **HST 31 and 32 under development</p> <p><i>Implementation:</i></p> <p>For A.A. programs (except Art Transfer and Elementary Education) HST 14 or HST 32, chosen to complete two-course sequence with Area IV.1, i.e. HST 13/14 or HST 31/32</p> <p>For A.S. programs: Infusion in program curriculum (in a single course, a series of courses, or a co-curricular program requirement) or a course identified by the working group. HST 14 or HST 32 may be used to meet this requirement.</p> <p><i>Implementation:</i></p> <p>Courses: AMC 11 American Civilization I ANT 11 Social and Cultural Anthropology ECN 11 Principles of Economics – Macro ECN 12 Principles of Economics – Micro GVT 11 U.S. Government GVT 12 Comparative Government</p>	<p>Evaluation (through grades, etc.) of student mastery of course objectives</p>

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	<p>trends, and issues</p> <p>SCANS Skills:</p> <p>Effective workers can productively use:</p> <ul style="list-style-type: none"> • Interpersonal Skills. They can work on teams, teach others, serve customers, lead, negotiate, and work well with people from culturally diverse backgrounds. • Systems. They understand social organizational and technological systems; they can monitor and correct performance; and they can design or improve systems. <p>Other Abilities:</p> <ul style="list-style-type: none"> • relate well with others and become socially competent • understand the ethical dimensions involved in evaluating differing points of view, the concepts of right and wrong, justice and fairness, standards of judging human behavior, the importance of considering the ramifications of decisions, and the value of good citizenship • understand important concepts in the social sciences and methodologies used to study them • understand the forms of communication: social, political, economical, personal, and environmental • understand and make connections between behaviors and consequences • respect for and appreciation of diversity <ul style="list-style-type: none"> • the social skills needed to become a leader and make a positive contribution in the community (local, global) 	<p>GVT 51 Urban Government and Politics</p> <p>PSY 51 General Psychology</p> <p>PSY 52 Child Development</p> <p>PSY 53 Adolescent Psychology</p> <p>PSY 54 Psychology of Personality</p> <p>PSY 55 Abnormal Psychology</p> <p>PSY 63 Empowering Women in Transition</p> <p>SSC 14 Introduction to Geography</p> <p>SSC 17 Technology and Society</p> <p>SOC 11 Principles of Sociology</p> <p>SOC 12 Sociology of Social Problems</p> <p>SOC 51 Marriage and the Family</p> <p>SOC 52 Sociology of Human Relations</p> <p>SOC 55 Social Psychology</p> <p>SOC 56 Race Relations</p> <p>Courses:</p> <p>American Civilization, Anthropology (cultural and social), Art History, Counseling, Criminal Justice, Culinary Arts (ethnic), Economics, Education, Ethnic Studies, Ethics, Government (U.S., comparative, urban and politics), Geography, History, Human Relations, Interpersonal Communication, Intercultural Communication, Law, Literature (world, comparative), Languages, Medicine, Music History, Nursing, Political Science, Psychology, Social Psychology, Social Work, Sociology, Technology and Society</p> <p>Infusion throughout the Curriculum</p> <p>College Programs:</p> <p>Cooperative Education, Internships, Peer Mentoring Program, Service-Learning Experiences</p> <p>College Resources:</p>	

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		Counseling, College Committees and Clubs, Student Senate, extra-curricular events and programs (e.g., African-American History Month)	
Cognitive-Verbal-Linguistic	<p>Abilities described in General Education Area I.1: Written Communication: <i>Definition:</i> Students will develop the ability to:</p> <ul style="list-style-type: none"> • use language that is precise and clear and reflective of standard, academic English • use written English in contextually appropriate ways, according to audience, purpose, and setting • organize information and critical thought into coherent and unified documents, using appropriate formats • select, evaluate, incorporate and document research effectively and ethically <p>Abilities described in General Education Area I.2.: Oral Communication: <i>Definition:</i> Students will develop the ability to:</p> <ul style="list-style-type: none"> • present ideas in clearly spoken English • demonstrate critical analysis of selected topics, and • speak appropriately to a given audience within a specific discipline <p>Association of College and Research Libraries (ACRL) Information Literacy Competencies:</p> <ul style="list-style-type: none"> • determine the nature and extent of information needed • access needed information effectively 	<p><i>Implementation:</i> ENG 11 College Writing and ENG 12 Introduction to Literature (with anticipated revision to further emphasize writing) and Infusion in program curriculum (in a single course, a series of courses, or a co-curricular program requirement) or a course identified by working group.</p> <p><i>Implementation:</i> Infusion in program curriculum (in a single course, a series of courses, or a co-curricular program requirement) or a course identified by working group.</p> <p>Courses: Communications, Education, English, History, Humanities, Languages, Literature, Speech, Theatre, Writing, Reading</p> <p>Infusion throughout the Curriculum</p> <p>College Resources, Programs: College Student Success Seminar,</p>	Evaluation (through grades, etc.) of student mastery of course objectives English Portfolio Assessment Project

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	<p>and efficiently</p> <ul style="list-style-type: none"> • evaluate information and its sources critically • incorporate selected information into his or her knowledge base and value system • use information to effectively accomplish a specific purpose • access and use information ethically and legally <p>SCANS Skills: Competent workers in the high-performance workplace need:</p> <ul style="list-style-type: none"> • Basic Skills: reading, writing, arithmetic and mathematics, speaking and listening • Thinking Skills: the ability to learn to reason, to think creatively, to make decisions, and to solve problems 	<p>Developmental Education, English as a Second Language Program, Reference Librarians, Student Senate, TASC, Writing Lab</p>	
<p>Logical-Mathematical</p>	<p>Abilities described in General Education Area III: Quantitative and Symbolic Reasoning:</p> <p><i>Definition:</i> Students will develop the ability to:</p> <ul style="list-style-type: none"> • recognize, understand and use logical arguments, and • use quantitative applications to demonstrate the value and methods of verifying the validity of a process by checking its result <p>Other abilities:</p> <ul style="list-style-type: none"> • Basic skill in computation, qualitative and symbolic reasoning (including analyzing, reasoning, solving logical and mathematical problems, and computing) 	<p><i>Implementation:</i></p> <p>Courses:</p> <p>MTH All except 01, 1N, 4N, 07, 08, 13, and 41*</p> <p>*MTH 11 applies to Fire Science program only</p> <p>BUS 11 may be used for Business Career and OFC programs</p> <p>Courses:</p> <p>Anthropology, Accounting, Business, Chemistry, Computer Science, Economics, Ethics, History, Logic, Mathematics, Physics, Psychology, Sociology</p> <p>Infusion throughout the Curriculum</p>	<p>Evaluation (through grades, etc.) of student mastery of course objectives</p>

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		College Resources, Programs: Learning Resources Center, TASC	
Scientific-Biological-Psychological	<p>Abilities described in General Education Area II: Scientific Reasoning and Discovery:</p> <p><i>Definition:</i> Students will develop:</p> <ul style="list-style-type: none"> • an understanding of the scientific method as applied in the traditional sciences • an understanding of the basics of at least one scientific body of knowledge as a basis for the analysis of evidence and the methodology of scientific inquiry • scientific literacy – the ability to critically analyze science-based issues in contemporary society 	<p><i>Implementation:</i></p> <p>Courses:</p> <p>AST All</p> <p>BIO All except BIO 55 Topics in Biology (BIO 16 & 17 have limited transfer potential)</p> <p>CHM All except CHM 10 Introduction to Chemistry and CHM 55 Topics in Chemistry</p> <p>ENV 11 Introduction to Environment</p> <p>GLG 16 Introduction to Physical Geology</p> <p>PHY All</p> <p>SCI All (SCI 30 and 31 must both be completed to fulfill requirement)</p> <p>(SCI 11, 17, 30-32 have limited transfer potential)</p> <p>Courses:</p> <p>Astronomy, Biology, Botany, Chemistry, Environmental science, Physical Geology, Physics, Science</p> <p>Infusion throughout the Curriculum</p> <p>College Programs:</p> <p>Cooperative Education, Internships, Service-Learning Experiences</p> <p>College Resources:</p> <p>College Clubs</p>	Evaluation (through grades, etc.) of student mastery of course objectives

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Naturalist	<p>Abilities:</p> <ul style="list-style-type: none"> • appreciate being in nature and have the ability to identify flora, fauna, and other natural formations • understand the relationship between people and their environments • 		
Aesthetic-Humanistic	<p>Abilities described in General Education Area V: Humanities:</p> <p><i>Definition:</i> Students will:</p> <ul style="list-style-type: none"> • develop an understanding of philosophical, literary, aesthetic, and/or cultural expressions of human beings • acquire the capacity to examine and make sense of the human experience in general and their own experiences in particular; and • explore the value, purpose, and meaning of the human condition in a rigorous and systematic way <p>Other Abilities:</p> <ul style="list-style-type: none"> • understand the nature of and have appreciation for philosophical inquiry • speculate about the nature and purpose of humankind and our role in the universe • understand some important concepts in the arts and humanities • have an appreciation for artistic expression and the ability to make informed value judgments • Musical-Kinesthetic <ul style="list-style-type: none"> – Have the ability to play a musical instrument, understand music theory, and/or enjoy listening to or composing music 	<p><i>Implementation:</i></p> <p>Courses: All 3 (or greater) credit courses in the following disciplines, except for Topics courses (ENG 60/61; HST 60/61; HUM 51):</p> <p>ART, DAN, FRN, HST, HUM, MUS, PHL, SPH, THE</p> <p>ENG 17 or greater</p> <p>ESL 23 or 24</p> <p>ASL 11 or greater; FRN 11 or greater; POR 11 or greater; SPA 11 or greater</p> <p>Courses: Art, Art History, Civil Rights and Women’s Rights Movements, Computer Science, Creative Writing, Dance, Deaf Culture, Graphic design, Language, Literature (American, Comparative, European, Ethnic, World), History of Music, Music Appreciation, Music Composition, Multimedia Design, Music Performance, Philosophy, Religion, Psychology, Sociology, Theatre, Theory of Music</p>	Evaluation (through grades, etc.) of student mastery of course objectives

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	<ul style="list-style-type: none"> • Visual-Spatial - [need description] 	<p>Infusion throughout the Curriculum</p> <p>College Programs: Cooperative Education, Internships, Service-Learning Experiences</p> <p>College Resources: College Clubs, Theatre, Art Gallery, Multinet</p>	
Citizenship			
Technical	<p>Abilities described in General Education Area VII: Technical Literacy: <i>Definition:</i> Students will develop:</p> <ul style="list-style-type: none"> • basic familiarity with hardware and software • appropriate use of the Internet for research (including the ability to evaluate sources) and communications (email) • the ability to navigate an operating system • ability to identify and apply appropriate software packages to solve real-world problems <p>ACRL Information Literacy Competencies:</p> <ul style="list-style-type: none"> • Can access needed information effectively and efficiently <p>SCANS Skills: Effective workers can productively use:</p> <ul style="list-style-type: none"> • Information. They can acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information • Technology. They can select equipment 	<p><i>Implementation:</i></p> <p>Infusion in program curriculum (in a single course, a series of courses, or a co-curricular program requirement) or a course identified by the working group</p> <p>Departments will be encouraged to develop one-credit course(s) or other experiences that include these competencies.</p> <p>Courses: Computer Hardware, Software Applications (Introduction), Computer Information Systems, Computer Tools for Engineers, Technology Tools for College Success</p> <p>Infusion throughout the Curriculum</p> <p>College Programs: Cooperative Education, Internships, Service-Learning Experiences</p> <p>College Resources: CITE Lab (Center for Instructional Technology Experience), College Clubs, Computer Labs, Distance Learning, Information Technology, Learning</p>	<p>Evaluation (through grades, etc.) of student mastery of course objectives</p> <ul style="list-style-type: none"> • Electronic portfolios • Web pages • Interactive CDs

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	and tools, apply technology to specific tasks, and maintain and troubleshoot equipment.	Resources Center, Writing Lab	
Lifelong Learning		<ul style="list-style-type: none"> • Number of students that transfer to a 4-year school and beyond 	<ul style="list-style-type: none"> • Graduate surveys