



**General Education Curriculum Committee  
(GECCo) Manual**

**2019-2020**

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## **I. General Education Curriculum Committee**

### **Background:**

The General Education Curriculum Committee was created in Fall 2009 by the Faculty Assembly, as a body reporting to the Faculty Assembly (via FAEC), and making recommendations about changes to the General Education curriculum to the Academic Review Committee (ARC). Its two-fold charge was: (1) to provide faculty-driven, holistic oversight of the General Education curriculum and (2) to develop and implement an ongoing General Education assessment plan on a multi-year cycle.

The General Education Curriculum Committee (GECCo), reporting to FAEC, provides oversight and manages assessment of the General Education curriculum.

With the implementation of a revised general education program, the charge and membership of GECCo was refreshed.

### **Revised Charge (Fall 2016 and beyond):**

The GECCo charge was presented and voted on in Faculty Assembly on May 6th 2016 (Yes 54%, no 35%, abstain 9%.)

The General Education Curriculum Committee is a Faculty Assembly Standing Committee that will:

1. provide faculty-driven, holistic oversight of the General Education curriculum
  - a. Review all proposed General Education courses against the established learning outcomes, and approve course request packages prior to the courses going to the ARC for approval;
  - b. Establish and implement a timeline and process for the periodic review of courses for ongoing quality assurance (including their continued adherence to the established learning outcomes and their continuous improvement in light of assessment results and other established criteria); this process will include a mechanism and criteria for the resubmission, addition and removal of courses from the GE program
2. develop and implement an ongoing General Education assessment plan on a multi-year cycle
  - a. Organize systematic assessments of the established learning objectives/outcomes annually, share all assessment results with the faculty at large, and coordinate loop-closing meetings and activities reflecting assessment results with the faculty teaching the assessed General Education courses/categories
  - b. Coordinate assessment (including loop-closing) of the General Education Program
3. advocate for the General Education program:
  - a. Recommend resources and articulate any overarching concerns to its Provost-appointed ex-officio member who will liaise between GECCo and the appropriate senior Administrators;
  - b. Coordinate with other Programs/units as appropriate (e.g. WAC, FRC, the Library, and the Center for Reading and Writing) to attain ongoing support for teaching and learning in the General Education Program

For balance:

- each academic school shall have no fewer than two members; the Library shall have no fewer than one. If the coordinators/directors listed above do not reflect this diversity, at-large representatives shall be elected by the units in order to meet the school/Library minimums;
- each academic school shall have no more than three members amongst the coordinators.

The committee will elect a chair annually from amongst its membership. All members are voting members except Vice Provost (or representative).

### **Membership**

GECCo will consist of the following members:

- Director of Critical Reading and Writing (ex-officio)
- Director of Studies in Arts and Humanities (ex-officio)
- Director of First-Year Seminar (ex-officio)
- Director of Social Science Inquiry (ex-officio)
- Coordinator for Historical Perspectives Category
- Coordinator for Quantitative Reasoning Category
- Coordinator for Scientific Reasoning Category
- Coordinator for Global Awareness Category
- Coordinator for Culture and Creativity Category
- Coordinator for Values and Ethics Category
- Coordinator for Systems, Sustainability, and Society Category
- Vice Provost (or Provost's Office Representative determined by the Provost)

Directors are appointed annually through an application process operating from the Provost's Office or the appropriate Dean's office.

Coordinators will serve renewable two-year terms (approximately half of the membership will be voted on annually). Each year the potential vacancies will be announced in FA and new members will be voted onto the committee in the spring and will begin serving in the following September.

Sabbatical replacements: When a member is awarded sabbatical he/she will determine their replacement on the committee for 1-2 semesters.

### **Roles of GECCo members:**

#### Directors and Coordinators

The various directors and coordinators will:

- Review submitted course syllabi in the areas each represents, in consultation with faculty who teach in the course or category
- Coordinate assessments with other GECCo members and with the faculty teaching in the courses/categories to which the objectives under assessment have been assigned
  - The actual work of assessment should be carried out by Curriculum Assessment Teams (CATs), made up of the faculty in each course/category, coordinated by their respective Coordinators/Directors.
- Coordinate subsequent loop-closing meetings and activities reflecting assessment results
  - The determination and implementation of loop-closing measures should be carried out by the faculty in each course/category, coordinated by their respective Coordinators/Directors.

- Collaborate with appropriate academic Administrators in ensuring the ongoing quality of courses each represents (e.g., adherence to the established learning objectives/outcomes and implementation of approved measures to enhance student learning)
- Directors will also fulfill the administrative responsibilities contained in their respective job descriptions.

#### Chair of GECCo

The GECCo chair will ensure that:

- Regular meetings of GECCo are convened;
- Minutes of GECCo's meetings are taken and posted;
- Sign the ARC form to indicate that the course syllabus meets the objectives and outcomes for the course or category and is recommended for inclusion
- Proposed General Education courses and their revisions are reviewed and approved, and submitted to ARC by established timelines;
- The General Education curriculum is periodically reviewed;
- Assessment is completed in a timely manner;
- Loop-closing activities and meetings reflecting assessment results occur;
- Assessments and other materials on GECCo's website are posted and up-to-date;
- The committee's activities and assessment results are discussed with the faculty at large;
- ARC is met with regularly;
- FAEC is kept informed of issues reported to Academic Administration, and of issues related to any curricular or operational aspects passed by Faculty Assembly.

#### Vice Provost (or other Provost-appointed representative):

The Vice Provost will:

- Support GECCo's work;
- Serve as liaison between GECCo and the Academic Administration;
- Communicate resources needed by GECCo;
- Coordinate with Deans to resolve any issues related to courses housed in each's schools;
- Recommend exceptions, as necessary, to requirements of the General Education program.

## **II. Requirements of the new General Education Program**

In May of 2013 the General Education Task Force II (GETFII) was charged with gen-ed review and revision. After a few revisions a final report was presented to Faculty Assembly on November 18th 2015. On December 2nd 2015 Faculty Assembly voted to approve the revised Gen Ed program (Yes 76%; No 19%; Abstain 5%). This established the requirements, goals, and objective of the program. The General Education Implementation Team (GEIT) was formed to further develop the program, including the formation of outcomes for each objective (GEIT was dissolved in December 2017). Due to unforeseen issues the new program required several modifications before it began (see *Requirements of the General Education Program* below). In September of 2018 the new General Education Program went into effect.

Requirements of the General Education Program, from GETFII final report:

### **I. The Keystone courses.**

The arch is an apt symbol for a program made of interrelated component parts. We recommend renaming the 100- and 200- "foundational" courses in the general education program "Keystone Courses" to indicate their significance in holding the arch together.

**~~II. Mid-Career Reflection.~~** *Removed by FA Vote (1/31/18, Yes 84% - No 8% - Abstain 8%)*

**III. ~~Experiential Component.~~** *Changed to the Experiential Objective by FA Vote (12/12/18, Yes 95% – No 5% – Abstain 1%)*

**IV. Distribution Categories.**

These courses reinforce Student Learning Outcomes introduced in the Keystones and ask students to apply learning outcomes from the keystone courses in new situations.

**V. ~~Senior Presentation.~~** *Deans Agree to Make School / Major Graduation Requirement, Not Part of GE (April 2018)*

Experience designed by School or Major that is a culmination of General Education and discipline-specific learning.

**III. General Education Program Overview (2018-present)**

The overall goals of the General Education Program courses are to provide students with critical reading, writing, and analytical skills essential to a Liberal Arts education and to help them gain a foundation in academic areas which will prepare them to further develop in their majors.

All General Education Program courses will incorporate the following six information literacy goals, as mandated by Middle States Commission on Higher Education (MSCHE): the ability to determine the nature and extent of needed information; access information effectively and efficiently; evaluate critically the sources and content of information; incorporate selected information in the learner's knowledge base and value system; use information effectively to accomplish a specific purpose; understand the economic, legal and social issues surrounding the use of information and information technology; and observe laws, regulations, and institutional policies related to the access and use of information. In addition, General Education Program courses should be writing intensive, when appropriate.

The General Education Program will consist of the following Keystone categories:

- First Year Seminar
- Critical Reading and Writing
- Studies in Arts and Humanities
- Social Science Inquiry
- Quantitative Reasoning
- Scientific Reasoning
- Historical Perspectives
- Global Awareness

In addition, there are three Distribution Categories:

- Culture and Creativity
- Values and Ethics
- Systems, Sustainability and Society

The goals and objectives for the new General Education program were developed by the GETFII and approved by FA, with the exception of the experimental objective that was added later by FA vote. The outcomes were developed by GEIT and GECCo and can be found in the GECCo checklists. [link]

**Goals:**

- Explore the world: Investigate human cultures and the natural world
- Engage the world: think critically and convey new understanding

- Experience your world: integrate and apply your new learning
- Expand our world: develop compassion and ethical understanding across cultures and become an engaged global citizen

**Objectives:**

<b>General Education Objectives</b>	<b>FY S</b>	<b>CRW T</b>	<b>SIA H</b>	<b>H P</b>	<b>G A</b>	<b>SS I</b>	<b>Q R</b>	<b>S R</b>	<b>C C</b>	<b>V E</b>	<b>SS S</b>
Critically engage with the products of culture, through interpretation or creative expression			x		x				x		
Critically interpret history and society				x		x			x		
Apply methods of scientific inquiry effectively								x			x
Apply mathematical concepts effectively						x	x				
Demonstrate logic and reasoning skills		x					x	x	x	x	x
Write effectively in scholarly and creative contexts		x	x								
Speak effectively in scholarly and creative contexts	x										
Develop the skills necessary to locate, evaluate, and employ information	x	x	x								
Use technology to communicate information, manage information or solve problems											
Apply disciplinary and interdisciplinary knowledge and skills to address complex problems			x				x	x			
Practice reflective inter/intra-personal skills		x								x	
Participate in an engaged, experiential activity that connects the course to real world settings	x		x			x					
Understand diverse communities on local, national, and/or global levels and/or global levels	x			x	x						x
Analyze ethical implications of the global distribution of power and resources				x		x				x	x
Question assumptions about individual and group identity				x		x			x	x	





## V. Submitting Courses to GECCo

In addition to the standard ARC form and course syllabi, *additional* materials are required by GECCo in order to submit a course to the gen-ed program.

Require materials

- Completed ARC form, with relevant signatures
  - Any new courses or course revision requires an ARC form, even if that course is for the new Gen-Ed program and will be submitted to GECCo first.
  - The 2016 ARC Form contains a box to indicate whether the course is to be part of the new Gen-Ed program and to state the category.
  - For administration/paperwork purposes, please fill in the left hand side of the ARC form for 'new' courses, even if you are modifying a current Gen-Ed course for the new Gen-Ed curriculum.
  
- A cover letter
  - Provide a brief rationale for why the course meets the criteria of a Gen Ed course (course objectives, outcomes and course content) and how the course will reflect the conceptual framework, objectives, outcomes of the Gen Ed curriculum.
  - GECCo has created *category-specific checklists* (Appendix I) that will aid in the preparation of the cover letter. These can be viewed on the GECCo website.
  
- Course syllabus
  - GECCo requires syllabi to include GE objectives, outcomes and a matrix (or bullet points) showing how course assignments would meet objectives and outcomes.
  - The *category-specific checklists* will aid in the preparation of the syllabi. These can be viewed on the GECCo website.

GECCo has category-specific checklists that will be useful when preparing your submission. As per usual, both hard copies and electronic versions of the above materials are required.

Course materials for new Gen-Ed courses should be submitted directly to the appropriate GECCo Rep by October 15. The GECCo category director/coordinator will then check the paperwork for completeness. If the course needs to be approved as a writing intensive course, the complete course application needs to be submitted to GECCo and WAC simultaneously.

Upon submission of the course materials, GECCo will review the General-Education component of the course. The course will then be:

**Accepted:** The GECCo chair will sign off on it and then forward the materials directly to ARC for complete review.

**Return for Revision:** If revisions are necessary the faculty member that submitted the course will be contacted in writing by the director/coordinator of the category or the chair of GECCo. The revisions will need to be completed and re-submitted before the next GECCo meeting at which time the course will then be reviewed again within the semester.

**Rejected:** If a course is rejected the faculty member that submitted the course will be contacted in writing with an explanation by the director/coordinator of the category or the chair of GECCo.

If the faculty member chooses to re-submit, the course will need to be evaluated as a new submission during the next academic year.

## VI. Assessment Procedures and Templates

As noted in the GECCo charge, the committee will develop and implement an ongoing General Education assessment plan on a multi-year cycle.

Each category will form a Curriculum Assessment Team (CAT) composed of faculty (full time or adjunct) that teach the course or teach in the category. The CAT will be responsible for developing the assessment plan and producing a report. Reports will be posted on the GECCo website and presented in an appropriate setting (FA, Unit council, Faculty Development Day, etc...) by the GECCo chair, director, or coordinator.

### Timeline for Assessment:

March-April: Assessment plan is developed and published.

May: All instructors that teach the course or within the category are emailed with the assessment plan and rubric (if needed).

September: CAT members established. Courses to be assessed are chosen and a second email is sent to instructors with more detailed instructions.

October-December: Data is collected.

January-March: Assessment data is reviewed and the report is written.

April-May: Report is published and presented to close the loop

<b>ASSESSMENT REPORT TEMPLATE GECCo 2019-2020</b>	
<b>Category:</b>	<b>Director/Coordinator:</b>
<b>List ALL Objective(s) and all Student Learning Outcomes for the category with the Years of Assessment.</b>	
<b>List the Objective(s) and all Student Learning Outcomes that are being assessed during the 2018-2019 academic year.</b>	
<b>List specific courses and sections that were used for the assessment.</b> (This is will aid in choosing courses for future assessments, to lessen the burden on each course.)	
<b>INDIRECT ASSESSMENT (must have at least one direct method)</b>	
<b>Method(s) of Assessment</b>	<i>Describe specified methods of evaluation (i.e., survey, questionnaire) and the tool (i.e. rubric) used to evaluate progress toward meeting the student learning outcome</i>
<b>Achievement Target(s)</b>	<i>What are your criteria for success?</i>

<b>Past Assessment Findings</b>	<i>Review <u>past assessment reports</u> to find your results for the last time this outcome was assessed and include these results here. If no comparable previous results are available due to changes to outcomes or assessment measures simply indicate “not applicable” and the reason why.</i>
<b>Past Actions</b>	<i>What were the program’s actions for unmet achievement targets for this outcome and were these actions implemented? If not, why not?</i>
<b>Current Findings</b>	<i>Add current findings after conducting assessment and include the sample size. Consider attaching a table or chart that summarizes the actual findings. Briefly interpret the findings.</i>
<b>DIRECT ASSESSMENT (must have at least one indirect method)</b>	
<b>Method(s) of Assessment</b>	<p><i>Describe specified methods of evaluation (i.e., exam responses, portfolio section, performance) and the tool (i.e. rubric) used to evaluate progress toward meeting the student learning outcome</i></p> <p><i>*If you use a written assignment, portfolio etc. make some statement about reliability, add “multiple reviewers will be used. “ Include the number and method, e.g. two reviewers will score the portfolios.</i></p> <p><i>*If you use test items, include a complete discussion of these items to include the kind of items (are they multiple choice or some other type) and number of items per outcome.</i></p>
<b>Targets/Levels of Expectation</b>	<i>What are your criteria for success?</i>
<b>Past Assessment Findings</b>	<i>Review <u>past assessment reports</u> to find your results for the last time this outcome was assessed and include these results here. If no comparable previous results are available due to changes to outcomes or assessment measures simply indicate “not applicable” and the reason why.</i>
<b>Past Actions</b>	<i>What were the program’s actions for unmet achievement targets for this outcome and were these actions implemented? If not, why not?</i>
<b>Current Findings</b>	<i>Add current findings after conducting assessment and include the sample size. Consider attaching a table or chart that summarizes the actual findings. Briefly interpret the findings.</i>
<b>CLOSING THE LOOP &amp; REASSESSMENT</b>	
<b>Closing the Loop</b>	<p><i>After conducting assessment this year, consider the program’s previous assessment of this outcome including previous findings and past actions for both measures. Compare the previous findings to current finding if possible. If comparisons are not possible, indicate “not applicable” and the reason why.</i></p> <p><i>Plan a Closing the Loop session with the appropriate faculty members or FA.</i></p>
<b>Reassessment</b>	<i>Compare the current findings to the previous findings. Did the implemented actions improve student learning?</i>

<b>Current Actions</b>	<i>Provide a specific action for each unmet achievement target. If you assessed the outcome in the past, indicate if you plan to add a new action or enhance the existing action. Use the document on suggested loop-closing strategies.</i>
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<b>ASSESSMENT PLAN TEMPLATE GECCo</b>	
<b>Category:</b>	<b>Director/Coordinator:</b>
<b>Category Description:</b>	
<b>Student Learning Outcomes:</b>	

**RECT ASSESSMENT (must have at least one direct method)**

Method(s) of Assessment	Describe specified methods of evaluation (i.e., survey, questionnaire) and the tool (i.e. rubric) used to evaluate progress toward meeting the student learning outcome
Results: Targets/Levels of Expectation	What are your criteria for success?
Closing the Loop Plan	How and when will the results be reported?

**DIRECT ASSESSMENT (must have at least one indirect method)**

Method(s) of Assessment	<p>Describe specified methods of evaluation (i.e., exam responses, portfolio section, performance) and the tool (i.e. rubric) used to evaluate progress toward meeting the student learning outcome</p> <p>*If you use a written assignment, portfolio etc. make some statement about reliability, add “multiple reviewers will be used. “ Include the number and method, e.g. two reviewers will score the portfolios.</p> <p>*If you use test items, include a complete discussion of these items to include the kind of items (are they multiple choice or some other type) and number of items per outcome.</p>
Targets/Levels of Expectation	What are your criteria for success?

Closing the Loop Plan	How and when will the results be reported?
<b>LINE – 3 YEAR PLAN</b>	
describe the anticipated timeline for your category.	

**APPENDIX I: GECCo CHECKLISTS**

**GECCo Checklist:  
Global Awareness; Keystone category**

Please refer to the GECCo manual for further information. [LINK]

The course should be at the 100/200 level or a language course. (Note: GE task force report II states that Global Awareness “would include language courses (depending on placement) as well as 100/200 level non-language courses...”)

The **cover letter** submitted along with the syllabus address:

- Why does the course meet the criteria of a Gen Ed course (course objectives, outcomes and course content)?
- How will the course reflect the conceptual framework, objectives, outcomes of Gen Ed TaskForce?

*The rationale for Global Awareness courses as included in the Gen Ed task force reads: Global Awareness embraces the values of the College’s International and Intercultural Pillars. Through this category, students will become informed, open-minded, and responsible global citizens. Students will explore diversity across a spectrum of differences, and seek to understand how their actions affect both local and global communities. Such students can address the world’s most pressing and enduring issues collaboratively and equitably. Also, this category supports the Strategic Plan’s goal to dramatically increase ‘successful engagement by graduation in a meaningful international experience (study abroad, service learning abroad, international internship/co-op, foreign language study, intensive specialized international course)’.*

GETFII Recommendation::

This category would include language courses (depending on placement) as well as 100/200 level non-language courses.

- How will assignments for the course assess Gen Ed. Objectives (and the outcomes assigned to the particular objective)?
- Is the course a language course or a non-language course at the 100/200 level? Generally speaking, a 100/200-level course is designed for an all-college audience and for first-year or sophomore students and, in the case of a 100-level course, rarely has a prerequisite.)
- The rationale for inclusion of this course in the General Education program (how does the course address Gen Ed criteria for Keystone Category-thumbnailed description, objectives and outcomes?)

- How will the course reflect the conceptual framework, objectives, and outcomes of Gen Ed Task Force? Specific to GA, does the majority of the course focus outside the United States?
- How will assignments for the course assess Gen Ed. Objectives (and the outcomes assigned to the particular objective)?
- Did the application include a statement of agreement to participate in all assessment activities and all closing of the loop activities related to the objectives within the Keystone Experience or Distribution Category to which the course is to be assigned?
- Did the application provide an estimate of the number of sections that could and would be offered each fall and spring semester, by full-time faculty and adjuncts?
- Did the application include a listing of all major and minor programs and/or school cores for which this courses may be counted towards satisfying requirements?
- Did the application include a statement about when the proposed course also meets requirements in other programs, an estimate of the number of students who will use the course for these other requirements each year?
- Did the application include all other items currently required by ARC including Convener's and Dean's approval of the proposal to be included in the Keystone Experience or Distribution Category and the estimate of number of sections?

Does the **syllabus** include all of the established objectives and outcomes?

- Are assignments mapped to the objectives and outcomes? Is it included or attached to the syllabus. There would need to be a memo with the course that indicates that there is at least one assignment per objective that that meets all outcomes under that objective.
- Does the majority of the course content focuses on the prescribed GE content and the associated goals, objectives and student learning outcomes.

### **Objectives and Outcomes:**

#### **Objective 1: Demonstrate intercultural understanding required to effectively negotiate a diverse global society.**

- 1: Identify and question ethnocentric assumptions.
- 2: Understand cultural relativism and different concepts of culture.
- 3: Demonstrate skills helpful in effectively negotiating a diverse global society.

#### **Objective 2: Critically engage with the products of culture, through interpretation or creative expression.**

- 1: Critically interpret a cultural product.

#### **Objective 3: Understand diverse communities on local, national, and/or global levels.**

- 1: Demonstrate understanding of the intersections of issues that affect diverse communities in their local, national, and/or global contexts.
- 2: Apply various perspectives when analyzing topics related to diverse local, national, and/or global communities.

**SAMPLE: Global Awareness**

Objective	Outcome	Assignment X	Assignment Y	Assignment Z
<p><b>1</b>  <b>Demonstrate intercultural understanding required to effectively negotiate a diverse global society.</b></p>	<p>1. Identify and question ethnocentric assumptions.</p>			
	<p>2. Understand cultural relativism and different concepts of culture.</p>			
	<p>3. Demonstrate skills helpful in effectively negotiating a diverse global society</p>			
<p><b>2</b>  <b>Critically engage with the products of culture, through interpretation or creative expression.</b></p>	<p>1. Critically interpret a cultural product.</p>			
<p><b>3</b>  <b>Understand diverse communities on local, national, and/or global levels.</b></p>	<p>1. Demonstrate understanding of the intersections of issues that affect diverse communities in their local, national, and/or global contexts.</p>			
	<p>2. Apply various perspectives when analyzing topics related to diverse local, national, and/or global communities.</p>			

## GECCo Checklist: Historical Perspectives; Keystone category

Please refer to the GECCo manual for further information. [LINK]

The **cover letter** submitted along with the syllabus address:

- Why does the course meet the criteria of a Gen Ed course (course objectives, outcomes and course content)?
  
- How will the course reflect the spirit of Gen Ed Task Force?

The rationale for a historical perspective course in the Gen Ed task force report reads:

*While most students arrive having studied history K-12, this category asks them to critically interpret events through historical context. This course also provides context to the topics covered in Studies in the Arts and Humanities. For these reasons we recommend keeping this category within Ramapo's general education curriculum.*

GETFII Recommendation:

Courses identified in this category must introduce students to concepts like historiography and ask students to learn not only historical content (events, processes, trends, people) but also to place that learning in historical context and to think critically about causation, connections to the present, and cultural bias.

- How will assignments for the course assess Gen Ed. Objectives (and the outcomes assigned to the particular objective)?
  
- Is the course at the 100/200 level? Generally speaking, a 100/200-level course is designed for an all-college audience and for first-year or sophomore students and, in the case of a 100-level course, rarely has a prerequisite.)
  
- The rationale for inclusion of this course in the General Education program (how does the course address Gen Ed criteria for Keystone Category-thumbail description, objectives and outcomes?)
  
- How will the course reflect the conceptual framework, objectives, and outcomes of Gen Ed Task Force?
  
- How will assignments for the course assess Gen Ed. Objectives (and the outcomes assigned to the particular objective)?
  
- Did the application include a statement of agreement to participate in all assessment activities and all closing of the loop activities related to the objectives within the Keystone Experience or Distribution Category to which the course is to be assigned?
  
- Did the application provide an estimate of the number of sections that could and would be offered each fall and spring semester, by full-time faculty and adjuncts?
  
- Did the application include a listing of all major and minor programs and/or school cores



for which this courses may be counted towards satisfying requirements?

- Did the application include a statement about when the proposed course also meets requirements in other programs, an estimate of the number of students who will use the course for these other requirements each year?
- Did the application include all other items currently required by ARC including Convener’s and Dean’s approval of the proposal to be included in the Keystone Experience or Distribution Category and the estimate of number of sections?

Does the **syllabus** include all of the established objectives and outcomes?

- Are assignments mapped to the objectives and outcomes? Is it included or attached to the syllabus. There would need to be a memo with the course that indicates that there is at least one assignment per objective that that meets all outcomes under that objective.
- Does the majority of the course content focuses on the prescribed GE content and the associated goals, objectives and student learning outcomes.

**Objectives and Outcomes:**

**Objective 1: Critically Interpret History and Society**

- 1: Understand and interpret appropriate sources.
- 2: Understand historiography and its implications for the use of sources.

**Objective 2: Question Assumptions about Individual and Group Identity**

- 1: Articulate the forces that have shaped conceptions of identity in the past/present
- 2: Evaluate the forces that have shaped conceptions of identity in the past/present.

**Objective 3: Understand Diverse Communities on Local, National, and/or Global Levels**

- 1: Demonstrate understanding of the intersections of issues that affect diverse communities in their local, national and/or global contexts
- 2: Apply various perspectives when analyzing topics related to diverse local, national, and/or global communities.

**Objective 4: Analyze Ethical Implications of the Global Distribution of Power and Resources.**

- 1: Analyze the distributions of power and resources and their implications at the local, national, and/or international level

**SAMPLE: Historical Perspectives**

Objective	Outcome	Assignment W	Assignment X	Assignment Y	Assignment Z
1. <b>Critically Interpret History and</b>	1. Understand and interpret appropriate sources.	X			

<b>Society</b>	2. Understand historiography and its implications for the use of sources.	X			
<b>2. Question Assumptions about Individual and Group Identity</b>	1. Articulate the forces that have shaped conceptions of identity in the past/present.		X		
	2. Evaluate the forces that have shaped conceptions of identity in the past/present.		X		
<b>3. Understand Diverse Communities on Local, National, and/or Global Levels</b>	1. Apply various perspectives when analyzing topics related to diverse local, national, and/or global communities.			X	
	2. Apply various perspectives when analyzing topics related to diverse local,			X	

	national, and/or global communities.				
<b>4.Analyze Ethical Implications</b>	1.Analyze the distributions of power and resources				X
<b>of the Global Distribution of Power and Resources.</b>	and their implications at the local, national, and/or international level.				

## GECCo Checklist: Scientific Reasoning; Keystone category

Please refer to the GECCo manual for further information. [LINK]  
The **cover letter** submitted along with the syllabus address:

- Why does the course meet the criteria of a Gen Ed course (course objectives, outcomes and course content)?
- How will the course reflect the spirit of Gen Ed Task Force?

The rationale for a scientific reasoning course in the Gen Ed task force report reads:

“As with mathematical literacy, only citizens with basic scientific sensibility can grapple with the complexity, diversity, and change they will face. Our contemporary culture faces increasing distrust in scientific principles. Middle States’ focus on scientific inquiry reflects the significance of this category.”

- GETFII Recommendation:
  - “Courses in this category allow students to connect their understanding of science to topics relevant to society and to areas of knowledge outside of the sciences.”
  - "Students not majoring in the sciences in TAS satisfy the science requirement by completing one of the TAS “Introduction” courses. Students majoring in the sciences in TAS satisfy the science requirement by completing one of the “Fundamentals” courses. Therefore, courses in the Keystone science category (i.e. “Introduction” courses) will be tailored for students new to the sciences.”
- How will assignments for the course assess Gen Ed. Objectives (and the outcomes assigned to the particular objective)?
- Is the course at the 100/200 level? Generally speaking, a 100/200-level course is designed for an all-college audience and for first-year or sophomore students and, in the case of a 100-level course, rarely has a prerequisite.)
- The rationale for inclusion of this course in the General Education program (how does the course address Gen Ed criteria for Keystone Category-thumbail description, objectives and outcomes?)
- How will assignments for the course assess Gen Ed. Objectives (and the outcomes assigned to the particular objective)?
- Did the application include a statement of agreement to participate in all assessment activities and all closing of the loop activities related to the objectives within the Keystone Experience or Distribution Category to which the course is to be assigned?
- Did the application provide an estimate of the number of sections that could and would be offered each fall and spring semester, by full-time faculty and adjuncts?

- Did the application include a listing of all major and minor programs and/or school cores for which this courses may be counted towards satisfying requirements?
- Did the application include a statement about when the proposed course also meets requirements in other programs, an estimate of the number of students who will use the course for these other requirements each year?
- Did the application include all other items currently required by ARC including Convener’s and Dean’s approval of the proposal to be included in the Keystone Experience or Distribution Category and the estimate of number of sections?

Does the **syllabus** include all of the established objectives and outcomes?

- Are assignments mapped to the objectives and outcomes? Is it included or attached to the syllabus. There would need to be a memo with the course that indicates that there is at least one assignment per objective that that meets all outcomes under that objective.
- Does the majority of the course content focuses on the prescribed GE content and the associated goals, objectives and student learning outcomes.

### Objectives and Outcomes:

#### **Objective 1: Apply methods of scientific inquiry effectively.**

1. Understand the scope and philosophy of scientific inquiry
2. Use scientific methodology to address and/or solve a problem
3. Using knowledge of scientific methods [i.e., outcomes 1 and 2], analyze a scientific study to determine if the conclusions are appropriate.

#### **Objective. 2: Demonstrate logic and reasoning skills.**

1. Demonstrate logic and reasoning skills.

#### **Objective. 3: Apply disciplinary and interdisciplinary knowledge and skills to address complex knowledge**

1. Apply disciplinary and interdisciplinary knowledge to identify key resources or steps required to address a complex problem
  2. Utilize disciplinary or interdisciplinary skills to address problems appropriately.

### **SAMPLE: Scientific Reasoning**

<b>Objective</b>	<b>Out co me</b>	<b>Assignme nt X</b>	<b>Assignme nt Y</b>	<b>Assign ment Z</b>
<b>1. Apply methods of scientific inquiry effectively.</b>	1. Understand the scope and philosophy of scientific inquiry	x	x	x
	2. Use scientific methodology to address and/or solve	x	x	

	a problem			
	3. Using knowledge of scientific methods [i.e., outcomes 1 and 2], analyze a scientific study to determine if the conclusions are appropriate	x	x	x
<b>2. Demonstrate logic and reasoning skills</b>	Demonstrate logic and reasoning skills.	x	x	
<b>3. Apply disciplinary and interdisciplinary knowledge and skills to address complex knowledge</b>	1. Apply disciplinary and interdisciplinary knowledge to identify key resources or steps required to address a complex problem.		x	x
	2. Utilize disciplinary or interdisciplinary skills to address problems appropriately.			X

## GECCo Checklist: Quantitative Reasoning; Keystone Category Course

Please refer to the GECCo manual for further information. [LINK]

The **cover letter** submitted along with the syllabus address:

- Why does the course meet the criteria of a Gen Ed course (course objectives, outcomes and course content)?
  
- How will the course reflect the spirit of Gen Ed Task Force?

The rationale for the Quantitative Reasoning category as included in the Gen Ed task force reads: *“We live in a world drowning in data. Citizens lacking the ability to think mathematically cannot fully participate in civic life. Reflecting this reality, both AAC&U and Middle States require quantitative reasoning and literacy.”*

GETFII Recommendation:

Courses in this category give students the opportunity to apply their knowledge of mathematics to topics relevant to their everyday life.

- How will assignments for the course assess Gen Ed. Objectives (and the outcomes assigned to the particular objective)?
  
- Is the course at the 100/200 level? Generally speaking, a 100/200-level course is designed for an all-college audience and for first-year or sophomore students and, in the case of a 100-level course, rarely has a prerequisite.)
  
- The rationale for inclusion of this course in the General Education program (how does the course address Gen Ed criteria for Keystone Category-thumbail description, objectives and outcomes?)
  
- How will assignments for the course assess Gen Ed. Objectives (and the outcomes assigned to the particular objective)?
  
- Did the application include a statement of agreement to participate in all assessment activities and all closing of the loop activities related to the objectives within the Keystone Experience or Distribution Category to which the course is to be assigned?
  
- Did the application provide an estimate of the number of sections that could and would be offered each fall and spring semester, by full-time faculty and adjuncts?
  
- Did the application include a listing of all major and minor programs and/or school cores for which this courses may be counted towards satisfying requirements?
  
- Did the application include a statement about when the proposed course also meets requirements in other programs, an estimate of the number of students who will use the course for these other requirements each year?
  
- Did the application include all other items currently required by ARC including

Convener's and Dean's approval of the proposal to be included in the Keystone Experience or Distribution Category and the estimate of number of sections?

Does the **syllabus** include all of the established objectives and outcomes?

- Are assignments mapped to the objectives and outcomes? Is it included or attached to the syllabus. There would need to be a memo with the course that indicates that there is at least one assignment per objective that that meets all outcomes under that objective.
- Does the majority of the course content focuses on the prescribed GE content and the associated goals, objectives and student learning outcomes.

### **Objectives and Outcomes:**

#### **Objective 1: Apply mathematical concepts effectively.**

1. Effectively communicate quantitative evidence in support of an argument.
2. Explain information in mathematical forms (e.g., equations, graphs, diagrams, tables, words)
3. Use appropriate computational method(s) to solve a problem.



**Objective 2: Demonstrate logic and reasoning skills.**

1. Demonstrate logic and reasoning skills.

**Objective 3: Use technology to communicate, manage, or solve problems.**

1. Use technology to solve problems.

**Objective 4: Apply disciplinary and interdisciplinary knowledge and skills to address complex problems.**

1. Apply disciplinary and interdisciplinary knowledge to identify key resources or steps required to solve a complex problem.
2. Utilize disciplinary or interdisciplinary skills to solve problems appropriately.

**SAMPLE: Quantitative Reasoning**

Objective	Outcome	Assignment X	Assignment Y	Assignment Z
1 Apply mathematical concepts effectively.	1. Effectively communicate quantitative evidence in support of an argument.	X	X	
	2.Explain information in mathematical forms (e.g., equations, graphs, diagrams,	X	X	

	tables, words).			
	3. Use appropriate computational method(s) to solve a problem.	X	X	X
2 Demonstrate logic and reasoning skills.	1. Demonstrate logic and reasoning skills.	X	X	
3 Use technology to communicate, manage, or solve problems.	1. Use technology to solve problems.			X

<b>4 Apply disciplinary and interdisciplinary knowledge and skills to address complex problems.</b>	1. Apply disciplinary and interdisciplinary knowledge to identify key resources or steps required to solve a complex problem.	X	X	
	2. Utilize disciplinary or interdisciplinary skills to solve problems appropriately.	X	X	

GECCo Checklist:  
Culture and Creativity; Distribution Category Course

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Please refer to the GECCo manual for further information. [LINK]

The course should be at the 200/300 level? Note: All courses submitted and approved for inclusion in one of the Distribution Categories will: be at the 200 level with some instances of 300 level courses being approved.

The **cover letter** submitted along with the syllabus should address:

- The rationale for inclusion of this course in the General Education program (how does the course address Gen Ed criteria for Distribution Category-thumbail description, objectives and outcomes?)
- How will the course reflect the conceptual framework of Gen Ed Task Force?
- How will assignments for the course assess Gen Ed. Objectives in the Distribution Category (and all the outcomes assigned to the particular objective)?
- How often will the course be offered? Please provide an estimate of the number of sections that could and would be offered each fall and spring semester, by full-time faculty and adjuncts?
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- Did the application include a listing of all major and minor programs and/or school cores for which this courses may be counted towards satisfying requirements? Note: Triple counting is not allowed for a General Education Course.
- Did the application include all other items currently required by ARC including Convener's and Dean's approval of the proposal to be included in the Keystone Experience or Distribution Category and the estimated number of sections?

Does the **syllabus** include all of the established objectives and outcomes?

- Are course learning experiences and assignments aligned with the objectives and respective outcomes? There would need to be a memo with the course that indicates that there is at least one assignment per objective that that meets all outcomes under that objective.
- Does the majority of the course content focus on the prescribed GE content and the associated goals, objectives and student learning outcomes?

- Does the course include prerequisites? Note: Distribution Categories should NOT require prerequisites outside the Keystone Experiences
- Does the course build on the appropriate Keystone Experiences that share common goals and objectives with their Distribution Category?

## Objectives and Outcomes for Culture and Creativity

### 1. Critically engage with the products of culture,\* through interpretation or creative expression. *(shares with SIAH and GA)*

1. Perform or create a cultural product, or Critically interpret or engage with a cultural product.

### 2. Critically interpret history and society. *(shares with SSI and HP)*

1. Analyze and interpret appropriate sources.

### 3. Question assumptions about individual and group identity. *(shares with SSI, HP and VE)*

1. Articulate the forces that have shaped conceptions of identity in the past and/or present.
2. Evaluate the forces that have shaped conceptions of identity in the past and/or present.

### 4. Demonstrate logic and reasoning skills. *(shares with CRWT, QR, SR, SSS, and VE)*

\*Products of culture: Artistic study and appreciation as well as societal institutions, values, and traditions.

## SAMPLE TABLE: CULTURE AND CREATIVITY

Objective	Outcome	Assignment X (Sample assignment: Reflection Essay)	Assignment Y (Sample assignment: Mid-term)	Assignment Z (Sample assignment: Final Paper)
1. Critically engage with the products of culture*, through interpretation or creative expression.	1. Perform or create a cultural product, or Critically interpret or engage with a cultural product.	Yes		
2. Critically interpret history and society.	1. Analyze and interpret appropriate sources.			Yes

3. Question assumptions about individual and group identity.	1. Articulate the forces that have shaped conceptions of identity in the past and/or present.			Yes
	2 .Evaluate the forces that have shaped conceptions of identity in the past and/or present.			Yes
4. Demonstrate logic and reasoning skills.		Yes	Yes	Yes

GECCo Checklist:  
Systems, Sustainability and Society; Distribution Category Courses

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Please refer to the GECCo manual for further information. [LINK]

The course should be at the 200/300 level? Note: All courses submitted and approved for inclusion in one of the Distribution Categories will: be at the 200 level with some instances of 300 level courses being approved.

The **cover letter** submitted along with the syllabus should address:

- The rationale for inclusion of this course in the General Education program (how does the course address Gen Ed criteria for Distribution Category-thumbail description, objectives and outcomes?)
- How will the course reflect the conceptual framework of Gen Ed Task Force?
- How will assignments for the course assess Gen Ed. Objectives in the Distribution Category (and all the outcomes assigned to the particular objective)?
- How often will the course be offered? Please provide an estimate of the number of sections that could and would be offered each fall and spring semester, by full-time faculty and adjuncts?
- Did the application include a statement of agreement to participate in all assessment activities and all closing of the loop activities related to the objectives within the Keystone Experience or Distribution Category to which the course is to be assigned?
- Did the application include a listing of all major and minor programs and/or school cores for which this courses may be counted towards satisfying requirements? Note: Triple counting is not allowed for a General Education Course.
- Did the application include all other items currently required by ARC including Convener's and Dean's approval of the proposal to be included in the Keystone Experience or Distribution Category and the estimated number of sections?

Does the **syllabus** include all of the established objectives and outcomes?

- Are course learning experiences and assignments aligned with the objectives and respective outcomes? There would need to be a memo with the course that indicates that there is at least one assignment per objective that that meets all outcomes under that objective.
- Does the majority of the course content focus on the prescribed GE content and the associated goals, objectives and student learning outcomes?

- Does the course include prerequisites? Note: Distribution Categories should NOT require prerequisites outside the Keystone Experiences
- Does the course build on the appropriate Keystone Experiences that share common goals and objectives with their Distribution Category?

### Objectives and Outcomes for Systems, Sustainability and Society

#### 1. Apply methods of scientific inquiry effectively. (shares with SR)

1. Understand the scope and philosophy of scientific or social scientific inquiry.
2. Using knowledge of quantitative or qualitative methods, analyze a scientific or social scientific study to determine if the conclusions are appropriate.

#### 2. Analyze ethical implications of the global distribution of power and resources. (shares with SSI, HP, and VE)

1. Analyze the distributions of power and resources and their implications at the local, national, and international level.
2. Summarize ethical perspectives in understanding inequities in the distribution of power and resources.
3. Demonstrate logic and reasoning skills. (shares with CRWT, QR, SR, CC, and VE)

#### 3. Demonstrate logic and reasoning skills. (shares with CRWT, QR, SR, SSS, and VE)

### SAMPLE: SYSTEMS, SUSTAINABILITY, AND SOCIETY

OBJECTIVE S	OUTCOMES	ASSIGNMENT W (REFLECTION REPORT)	ASSIGNMENT X (QUIZ)	ASSIGNMENT Y (FIELD REPORT)	ASSIGNMENT Z (PAPER)
1. Apply methods of scientific* inquiry effectively.	1. Understand the scope and philosophy of scientific or social scientific inquiry.	YES	YES		
	2. Using knowledge of quantitative or qualitative methods, analyze a scientific or social scientific study to determine if	YES	YES		

	the conclusions are appropriate.				
2. Analyze ethical implications of the global distribution of power and resources.	1. Analyze the distributions of power and resources and their implications at the local, national, and international level.		YES		YES
	2. Summarize ethical perspectives in understanding inequities in the distribution of power and resources.	YES			YES
3. Demonstrate logic and reasoning skills.		YES	YES	YES	YES



GECCo Checklist:  
Values and Ethics; Distribution Category Courses

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Please refer to the GECCo manual for further information. [LINK]

The course should be at the 200/300 level? Note: All courses submitted and approved for inclusion in one of the Distribution Categories will: be at the 200 level with some instances of 300 level courses being approved.

The **cover letter** submitted along with the syllabus should address:

- The rationale for inclusion of this course in the General Education program (how does the course address Gen Ed criteria for Distribution Category-thumbail description, objectives and outcomes?)
- How will the course reflect the conceptual framework of Gen Ed Task Force?
- How will assignments for the course assess Gen Ed. Objectives in the Distribution Category (and all the outcomes assigned to the particular objective)?
- How often will the course be offered? Please provide an estimate of the number of sections that could and would be offered each fall and spring semester, by full-time faculty and adjuncts?
- Did the application include a statement of agreement to participate in all assessment activities and all closing of the loop activities related to the objectives within the Keystone Experience or Distribution Category to which the course is to be assigned?
- Did the application include a listing of all major and minor programs and/or school cores for which this courses may be counted towards satisfying requirements? Note: Triple counting is not allowed for a General Education Course.
- Did the application include all other items currently required by ARC including Convener's and Dean's approval of the proposal to be included in the Keystone Experience or Distribution Category and the estimated number of sections?

Does the **syllabus** include all of the established objectives and outcomes?

- Are course learning experiences and assignments aligned with the objectives and respective outcomes? There would need to be a memo with the course that indicates that there is at least one assignment per objective that that meets all outcomes under that objective.
- Does the majority of the course content focus on the prescribed GE content and the associated goals, objectives and student learning outcomes?

- Does the course include prerequisites? Note: Distribution Categories should NOT require prerequisites outside the Keystone Experiences
- Does the course build on the appropriate Keystone Experiences that share common goals and objectives with their Distribution Category?

### Objectives and Outcomes for Value and Ethics

**1. Analyze ethical implications of the global distribution of power and resources.** (*shares with SSI, HP, and SSS*)

1. Analyze the distributions of power and resources and their implications at the local, national, and international level.
2. Summarize ethical perspectives in understanding inequities in the distribution of power and resources.

**2. Question assumptions about individual and group identity.** (*shares with SSI, HP and CC*)

1. Articulate the forces that have shaped conceptions of identity in the past and/or present.
2. Evaluate the forces that have shaped conceptions of identity in the past and/or present.

**3. Practice reflective inter/intra-personal skills.** (*shares with CRWT*)

1. Practice reflective inter-personal skills
2. Practice reflective intra-personal skills.

**4. Demonstrate logic and reasoning\* skills.** (*shares with CRWT, QR, SR, CC, and SSS*)

### SAMPLE: VALUE AND ETHICS

OBJECTIVES	OUTCOMES	ASSIGNMENT W (PRESENTATION)	ASSIGNMENT X (MIDTERM)	ASSIGNMENT Y (PAPER)	ASSIGNMENT Z (FINALS)
1. Analyze ethical implications of the global distribution of power and resources. <i>(shares with SSI, HP, and SSS)</i>	1. Analyze the distributions of power and resources and their implications at the local, national, and international level.		YES	YES	

	2. Summarize ethical perspectives in understanding inequities in the distribution of power and resources.		YES	YES	
2. Question assumptions about individual and group identity.	1. Articulate the forces that have shaped conceptions of identity in the past and/or present.		YES		YES
	2. Evaluate the forces that have shaped conceptions of identity in the past and/or present.		YES		YES
3. Practice reflective inter/intra-personal skills.	1. Practice reflective inter-personal skills	YES			
	2. Practice reflective intra-personal skills.	YES			
4. Demonstrate logic and reasoning skills.		YES	YES	YES	YES