

# General Education Implementation Update 3/23/2015

## Objectives and Outcomes

- ### Working Groups\*
- **First Year Seminar** –Mark Caselli, Rosetta D’Angelo, **Yvette Kisor**, Dennis Ng
  - **CRWT102** – Patricia Ard, **Todd Barnes**, Hugh Sheehy, Lisa Williams
  - **Social Science Inquiry** – Eileen Klein, Sangha Padhy, Jeremy Teigen, **Leah Warner**
  - **Quantitative Reasoning** – **Amanda Beecher**, Jackie Braun, James Gillespie, Tim Haase
  - **Historical Perspectives** – John Gronbeck-Tedesco, Howard Horowitz, Cathy Hajo, **Sam Mustafa**
  - **Scientific Reasoning** – **Sarah Carberry**, Emma Rainforth, Chris Reich, Bernard Roy
  - **Global Awareness** – **Rebecca Root**, Natalia Santamaria-Laorden, Ruma Sen, Mia Serban, Gladys Torres-Baumgarten (Quianay Bennet-Lang)
  - **Studies in Arts & Humanities** – Val Flenga, Renata Gangemi, **Monika Giacoppe**, Ed Shannon
  - **Experiential** – Karen Booth, **Desi Budeva**, Neel Scott
  - **Mid-career reflection** – **Shaziela Ishak**, LaQuan Norman, Nick Salter, Malavika Sundararajan
  - **Senior Presentation** – **Scott Frees**, David Oh, Jim Woodley
  - **Distribution Categories** – Patricia Ard, Lisa Cassidy, Dean Chen, (Michelle Johnson), Rick Nunez, Tammi Redd, **Michael Unger**, Ashwani Vasishth
- \*Facilitators in bold, staff consultants in ( )

### Proposed Curriculum Map

| OUTCOMES  | FYS | CRWT 102 | SIAH | HP | GA | SSI | QR | SR | Mid-Career | Experiential | Distrib. Cat. | Seniorg. Pract. |
|---|-----|----------|------|----|----|-----|----|----|------------|--------------|---------------|-----------------|
| Critically engage with the products of culture, through interpretation or creative expression.      |     |          | X    |    | X  |     |    |    |            |              | X (CC)        |                 |
| Critically interpret history and society.   |     |          |      | X  |    | X   |    |    |            |              | X (CC)        |                 |
| Apply methods of scientific inquiry effectively.  |     |          |      |    |    |     | X  |    |            |              | X (SSS)       |                 |
| Apply mathematical concepts effectively.  |     |          |      |    |    | X   | X  |    |            |              |               |                 |
| Demonstrate logic and reasoning skills.   |     | X        |      |    |    |     | X  | X  |            |              | X (All)       |                 |
| Write effectively in scholarly and creative contexts.   |     | X        | X    |    |    |     |    |    | X          |              |               | X               |
| Speak effectively in scholarly and creative contexts  | X   |          |      |    |    |     |    |    | X          |              |               |                 |
| Develop the skills necessary to locate, evaluate, and employ information effectively.               | X   | X        | X    |    |    |     |    |    |            |              |               |                 |
| Use technology to communicate information, manage information or solve problems.                    | X   |          |      |    |    |     | X  |    |            |              |               |                 |
| Apply disciplinary and interdisciplinary knowledge and skills to address complex problems.          |     |          | X    |    |    |     | X  | X  |            |              |               | X               |
| Practice reflective inter/intra-personal skills.  |     | X        |      |    |    |     |    |    | X          | X            | X (VE)        |                 |
| Understand diverse communities on local, national, and/or global levels.                            | X   |          |      | X  | X  |     |    |    |            |              | X             |                 |
| Analyze ethical implications of the global distribution of power and resources.                     |     |          |      | X  |    | X   |    |    |            |              | X (VE & SSS)  |                 |
| Question assumptions about individual and group identity.   |     |          |      | X  |    | X   |    |    |            |              | X (CC & VE)   |                 |
| Demonstrate intercultural understanding required to effectively negotiate a diverse global society. |     |          |      |    | X  |     |    |    |            |              |               |                 |

**KEY:** FYS (First Year Seminar), SIAH (Studies in Arts and Humanities), HP (Historical Perspectives), GA (Global Awareness), QR (Quantitative Reasoning), SR (Scientific Reasoning), CC (Culture & Creativity), VE (Values & Ethics), SSS (Systems, Sustainability & Society).

### Objective Group Facilitators (1)

|   |                            |
|---|----------------------------|
| Write effectively in scholarly and creative contexts                                      | Shaziela Ishak (sishak@)   |
| Use technology to communicate information, manage information, or solve problems          | Amanda Beecher (abeecher@) |
| Speak effectively in scholarly and creative contexts                                      | Jim Woodley (jwoodley@)    |
| Question assumptions about individual and group identity                                  | Eileen Klein (eklein1@)    |
| Apply methods of scientific inquiry effectively   | Emma Rainforth (erainfor@) |
| Apply disciplinary and interdisciplinary knowledge and skills to address complex problems | Scott Frees (sfrees@)      |
| Understand diverse communities on local, national, and/or global levels                   | Desi Budeva (dbudeva@)     |
| Analyze ethical implications of the global distribution of power and resources            | Jeremy Teigen (jteigen@)   |
| Critically interpret history and society  | Sam Mustafa (smustafa@)    |
| Develop the skills necessary to locate, evaluate, and employ information effectively      | Patricia Ard (pard@)       |

### Objective Group Facilitators (2)

|  |                         |
|--|-------------------------|
| Practice reflective inter/intra-personal skills  | Todd Barnes (tbarnes1@) |
| Demonstrate intercultural understanding required to effectively negotiate a diverse global society | Rebecca Root (rroot@)   |
| Demonstrate logic and reasoning skills   | Hugh Sheehy (hsheehy@)  |
| Apply mathematical concepts effectively  | Leah Warner (lwarner@)  |
| Critically engage with the products of culture through interpretation or creative expression       | Ruma Sen (rsen@)        |

### First Year Seminar

- Speak effectively in scholarly and creative contexts.
  1. Deliver oral presentations in an engaging manner
  2. Language choices are appropriate for the audience and the subject
- Develop the skills necessary to locate, evaluate, and employ information effectively.
  1. Locate information effectively
- Use technology to communicate, manage, or solve problems.
  1. Use technology to communicate information
  2. Use technology to manage information
- 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 context.
  2. Apply diverse perspectives when analyzing topics related to local, national, and/or local communities.

Facilitator: Yvette Kisor, [ykisor@ramapo.edu](mailto:ykisor@ramapo.edu)

### Critical Reading and Writing 102

- Demonstrate logic and reasoning skills.
  1. Recognize logical inconsistencies
  2. Use logic and reasoning skills to formulate an outcome
- Write effectively in scholarly and creative contexts.
  - Option 1:
    - Students should be able to write effective in creative contexts *or*
    - Students should be able to write effectively in scholarly contexts
  - Option 2
    1. Students should produce writing that is free of grammatical errors
    2. Students should produce writing that demonstrates fluidity
- Develop the skills necessary to locate, evaluate, and employ information effectively.
  1. Employ information effectively to accomplish a specific purpose
- Practice reflective inter/intra-personal skills.
  1. Practice reflective inter personal skills
  2. Practice reflective intra personal skills

Facilitator: Todd Barnes, [tbarnes1@ramapo.edu](mailto:tbarnes1@ramapo.edu)

### Studies in the Arts and Humanities

- Write effectively in scholarly and creative contexts
  - Option 1:
    - Students should be able to write effective in creative contexts *or*
    - Students should be able to write effectively in scholarly contexts
  - Option 2
    1. Students should produce writing that is free of grammatical errors
    2. Students should produce writing that demonstrates fluidity
- Critically engage with the products of culture, through interpretation or creative expression.
  1. Perform or create a cultural product
  2. Demonstrate ability to critically interpret or engage with a cultural product
- Apply disciplinary and interdisciplinary knowledge and skills to address complex knowledge.
  1. Apply disciplinary and interdisciplinary knowledge to identify key steps required to solve a complex problem
  2. Utilize disciplinary or interdisciplinary skills to execute key steps appropriately
- Develop the skills necessary to locate, evaluate, and employ information effectively.
  1. Evaluate information and its sources critically

Facilitator: Monika Giacoppe, [mgiacopp@ramapo.edu](mailto:mgiacopp@ramapo.edu)

### Historical Perspectives (Category)

- Critically interpret history and society.
  1. Understand the difference between primary, secondary, and tertiary sources.
  2. *Analyze the content and veracity of sources in the context of their creation.*
  3. *Understand historiography and its implications for the use of sources*
- Analyze ethical implications of the global distribution of power and resources.
  1. [Compare and articulate] [Articulate an understanding of] contrasts in the distribution of power and resources within and across nations.
  2. Summarize ethical perspectives in understanding inequities in distribution of power and resources. *Or* Effectively discuss ethical perspectives in the context of explaining inequities in distribution of power and resources. *Or* Examine the distribution of power and resources
  3. [Analyze] [Articulate] instances [and impacts] of the inequities in distribution of power and resources [and their impacts] at the local, national, and international levels.
- Question assumptions about individual and group identity.
  1. Articulate the assumptions that have shaped conceptions of identity in the past and/or present.
  2. Evaluate the assumptions that have shaped conceptions of identity in the past and/or present.
- 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 context.
  2. Apply diverse perspectives when analyzing topics related to local, national, and/or local communities.

Facilitator: Sam Mustafa, [smustafa@ramapo.edu](mailto:smustafa@ramapo.edu)

### Global Awareness (Category)

- Demonstrate intercultural understanding required to effectively negotiate a diverse global society.
  1. Articulate insights into the rules and biases of one's own culture(s) and at least one other culture
  2. Demonstrate skills helpful in effectively negotiating a diverse global society
- Critically engage with the products of culture, through interpretation or creative expression
  1. Demonstrate ability to critically interpret or engage with a cultural product
- 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 context.
  2. Apply diverse perspectives when analyzing topics related to local, national, and/or local communities.

Facilitator: Rebecca Root, [root@ramapo.edu](mailto:root@ramapo.edu)

### Social Science Inquiry

- Critically interpret history and society.
  1. Understand the difference between primary, secondary, and tertiary sources
- Apply mathematical concepts effectively.
  1. Ability to effectively communicate quantitative evidence in support of an argument
  2. Ability to explain information in mathematical forms (e.g., equations, graphs, diagrams, tables, words)
- Analyze ethical implications of the global distribution of power and resources.
  1. [Compare and articulate] [Articulate an understanding of] contrasts in the distribution of power and resources within and across nations.
  2. Summarize ethical perspectives in understanding inequities in distribution of power and resources. *Or* Effectively discuss ethical perspectives in the context of explaining inequities in distribution of power and resources. *Or* Examine the distribution of power and resources
  3. [Analyze] [Articulate] instances [and impacts] of the inequities in distribution of power and resources [and their impacts] at the local, national, and international levels.
- Question assumptions about individual and society.
  1. Articulate the assumptions that have shaped conceptions of identity in the past and/or present.
  2. Evaluate the assumptions that have shaped conceptions of identity in the past and/or present.

Facilitator: Leah Warner, [lwarner@ramapo.edu](mailto:lwarner@ramapo.edu)

### Quantitative Reasoning (Category)

- Apply mathematical concepts effectively.
  1. Ability to effectively communicate quantitative evidence in support of an argument
  2. Ability to explain information in mathematical forms (e.g., equations, graphs, diagrams, tables, words)
  3. Use appropriate computational method(s) to solve a problem
- Demonstrate logic and reasoning skills.
  1. Recognize logical inconsistencies
  2. Use logic and reasoning skills to formulate an outcome
- Use technology to communicate, manage, or solve problems.
  1. Use technology to communicate information
  2. Use technology to solve problems
- Apply disciplinary and interdisciplinary knowledge and skills to address complex knowledge.
  1. Apply disciplinary and interdisciplinary knowledge to identify key steps required to solve a complex problem
  2. Utilize disciplinary or interdisciplinary skills to execute key steps appropriately

Facilitator: Amanda Beecher, [abeecher@ramapo.edu](mailto:abeecher@ramapo.edu)

### Scientific Reasoning (Category)

- 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, analyze a scientific study to determine if the conclusions are appropriate
- Demonstrate logic and reasoning skills.
  1. Recognize logical inconsistencies
  2. Use logic and reasoning skills to formulate an outcome
- Apply disciplinary and interdisciplinary knowledge and skills to address complex knowledge.
  1. Apply disciplinary and interdisciplinary knowledge to identify key steps required to solve a complex problem
  2. Utilize disciplinary or interdisciplinary skills to execute key steps appropriately

Facilitator: Sarah Carberry, sbolton@ramapo.edu

### Mid-Career Experience

- Practice reflective inter/intra-personal skills.
  1. Practice reflective inter personal skills
  2. Practice reflective intra personal skills
- Write effectively in scholarly and creative contexts.
  - Option 1:
    - Students should be able to write effective in creative contexts or
    - Students should be able to write effectively in scholarly contexts
  - Option 2
    1. Students should produce writing that is free of grammatical errors
    2. Students should produce writing that demonstrates fluidity
- Speak effectively in scholarly and creative contexts.
  1. Deliver oral presentations in an engaging manner
  2. Language choices are appropriate for the audience and the subject

Facilitator: Shaziela Ishak, sizak@ramapo.edu

### Experiential Component

- Practice reflective inter/intra-personal skills.
  1. Practice reflective inter personal skills
  2. Practice reflective intra personal skills
- 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 context.
  2. Apply diverse perspectives when analyzing topics related to local, national, and/or local communities.

Facilitator: Desislava Budeva, dbudeva@ramapo.edu

### Distribution Categories: Culture & Creativity

- Critically engage with the products of culture, through interpretation or creative expression.
  1. Perform or create a cultural product
  2. Demonstrate ability to critically interpret or engage with a cultural product
- Critically interpret history and society.
  1. Understand the difference between primary, secondary, and tertiary sources
- Question assumptions about individual and group identity.
  1. Articulate the assumptions that have shaped conceptions of identity in the past and/or present.
  2. Evaluate the assumptions that have shaped conceptions of identity in the past and/or present.
- Demonstrate logic and reasoning skills.
  1. Recognize logical inconsistencies
  2. Use logic and reasoning skills to formulate an outcome.

Facilitator: Michael Unger, unger@ramapo.edu

### Distribution Categories: Values & Ethics

- Analyze ethical implications of the global distribution of power and resources.
  1. [Compare and articulate] [Articulate an understanding of] contrasts in the distribution of power and resources within and across nations.
  2. Summarize ethical perspectives in understanding inequities in distribution of power and resources. *Or* Effectively discuss ethical perspectives in the context of explaining inequities in distribution of power and resources. *Or* Examine the distribution of power and resources
  3. [Analyze] [Articulate] instances [and impacts] of the inequities in distribution of power and resources [and their impacts] at the local, national, and international levels.
- Question assumptions about individual and group identity.
  1. Articulate the assumptions that have shaped conceptions of identity in the past and/or present.
  2. Evaluate the assumptions that have shaped conceptions of identity in the past and/or present.
- Practice reflective inter/intra-personal skills.
  1. Practice reflective inter personal skills
  2. Practice reflective intra personal skills
- Demonstrate logic and reasoning skills.
  1. Recognize logical inconsistencies
  2. Use logic and reasoning skills to formulate an outcome

Facilitator: Michael Unger, unger@ramapo.edu

### Distribution Categories: Systems, Sustainability, & Society

- Apply methods of scientific [social science or science] inquiry effectively.
  1. Understand the scope and philosophy of scientific inquiry.
  2. Use scientific methodology to address and/or solve a problem. (SR only / optional this category?)
  3. Using knowledge of scientific methods, analyze a scientific study to determine if the conclusions are appropriate
- Analyze ethical implications of the global distribution of power and resources.
  1. [Compare and articulate] [Articulate an understanding of] contrasts in the distribution of power and resources within and across nations.
  2. Summarize ethical perspectives in understanding inequities in distribution of power and resources. *Or* Effectively discuss ethical perspectives in the context of explaining inequities in distribution of power and resources. *Or* Examine the distribution of power and resources
  3. [Analyze] [Articulate] instances [and impacts] of the inequities in distribution of power and resources [and their impacts] at the local, national, and international levels.
- Demonstrate logic and reasoning skills.
  1. Recognize logical inconsistencies
  2. Use logic and reasoning skills to formulate an outcome

Facilitator: Michael Unger, unger@ramapo.edu