

Consensus Data

Consensus data:													
		colored columns are categories with more than one Discipline represented.											
		If one or more disciplines answered 'no', the cell is left blank											
		a 'yes' means that every discipline (that provided data) considered this outcome.											
		bold indicates all considered the outcome 'yes' or 'strong';											
		regular text indicates one or more considered the outcome 'somewhat' / 'moderate', 'weak'.											
			FYS	College English	Perspectives / Social Issues	History	Science	Math	Readings	Intercultural North America	International Issues	Topics - SS/AH	
MISSION PILLARS	Interdisciplinary Analysis	Evaluate, integrate and apply disparate sorts of knowledge	yes	yes		yes	yes			yes	yes	(most)	
		Create and employ innovative, interdisciplinary approaches to identify, comprehend, and address contemporary problems	yes			(some)	yes				yes		
	Experiential Learning	Identify how prior content and concepts have been applied to their experiences and how their experiences will enhance future academic study and personal, professional, and civic development	yes			yes	yes						
		Reflect on their experiences individually and collectively by challenging assumptions and hypotheses about their beliefs, outcomes of their decisions, and actions they have taken, and by sharing their insights	yes	yes		yes	yes			yes			(most)
		Understand and articulate the structure, relationships between, and impacts of the multiple communities and organizations with which they interact	yes			yes				yes			
	Intercultural / International Perspective	Understand and negotiate the complexity and diversity of cultures in their various contexts (local, national and global).		yes	yes	yes					yes	yes	yes
language Comprehend the causes and consequences of the disparity in the global distribution of power and resources				yes	yes								
LS	Critical Inquiry	Think and engage analytically	yes	yes	yes	yes	yes	yes		yes	yes	yes	
		Assess theoretical arguments, data and other evidence	yes	yes	yes	yes	yes	yes		yes	yes	yes	
		Read, analyze and understand written, oral and visual works of art from across the arts and humanities, and from across a range of historical periods and cultures		yes		yes							
		Evaluate scientific evidence and the scientific arguments generated from it					yes						
		Develop competence in quantitative reasoning and in the application of arithmetical, algebraic, geometric (and) OR statistical methods in solving problems						yes	yes*				
		Recognize that taking risks in academic enquiry fosters creativity and innovation	yes	yes		yes	yes						

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SKILL		Develop a historical perspective that includes the ability to place events in the context of time and place and acknowledges that historical interpretation is influenced by social, economic, political, and ideological considerations			yes	yes				yes	yes	yes
	Communication	Present coherent written and oral arguments with correct grammar and syntax	yes	yes		yes	yes			yes	yes	yes
		Apply computer technology to depict concepts and data visually	yes			yes						
		Access needed information effectively and efficiently	yes	yes	yes	yes	yes			yes		(most)
		Evaluate information and its sources critically, and incorporate primary and secondary sources into essays, reports and other forms of communication	yes	yes	yes	yes	yes			yes	yes	yes
		information				yes						(most)
KNOWLEDGE	In-Depth Knowledge	Demonstrate proficiency and depth of knowledge in their major field of study										
	Understanding of the World in Which We Live	Understand the basic fundamentals of scientific methods that are used to comprehend and explain natural phenomena, and be aware of the place of science knowledge in contemporary culture and history					yes					
		Study and analyze social phenomena		yes		yes			yes	yes	yes	
		Recognize the properties and importance of a healthy environment, and the benefits of environmentally sustainable practices					yes					
VALUES AND RESPONSIBILITY	Awareness	Become more aware of their own individual values and ideals, and to think and reflect on the moral and civic dimension of issues, problems and matters of individual and public concern	yes	yes	yes	yes				yes	yes	(most)
		Appreciate the perspectives of others on issues of individual and public concern	yes	yes	yes	yes				yes		
	Engagement	consequence				yes				yes		
Use both political and non-political processes to promote community well-being					yes							

Outcomes - Raw data

(Categories with multiple disciplines: some disciplines added additional info after 10/7)

			FYS	College English	Social Issues	Perspecti ves	History	Science	Math	Readings	Intercultural North America							
											ENST	MUSI	SOCI	LITR	ARHT	EDUC		
MISSION PILLARS	Interdisciplinary Analysis	Evaluate, integrate and apply disparate sorts of knowledge	yes	yes	yes		yes	yes			yes	yes	yes	yes	strong	yes		
		Create and employ innovative, interdisciplinary approaches to identify, comprehend, and address contemporary problems	yes		yes		(some	yes				yes	yes	yes			yes	
	Experiential Learning	Identify how prior content and concepts have been applied to their experiences and how their experiences will enhance future academic study and personal, professional, and civic development	yes		yes		yes	yes					yes	yes			yes	
		Reflect on their experiences individually and collectively by challenging assumptions and hypotheses about their beliefs, outcomes of their decisions, and actions they have taken, and by sharing their insights	yes	yes	yes		yes	yes				(some	yes	yes	yes	(weak	yes	
		Understand and articulate the structure, relationships between, and impacts of the multiple communities and organizations with which they interact	yes		yes		yes					yes	yes	yes	yes?	yes	yes	
	Intercultural / International Perspective	Understand and negotiate the complexity and diversity of cultures in their various contexts (local, national and global).		yes	yes	yes	yes					yes	yes	yes	yes	yes	yes	
		Recognize the importance of communicating orally and in writing in more than one language			yes		yes						yes		yes		yes	
		Comprehend the causes and consequences of the disparity in the global distribution of power and resources		yes	yes	yes	yes					(some	yes	yes	yes			
	SKILLS	Critical Inquiry	Think and engage analytically	yes	yes	yes	yes	yes	yes	yes		yes	yes	yes	yes	strong	yes	
			Assess theoretical arguments, data and other evidence	yes	yes	yes	yes	yes	yes	yes			(minc	yes	yes	yes	(weak	yes
Read, analyze and understand written, oral and visual works of art from across the arts and humanities, and from across a range of historical periods and cultures				yes	yes		yes					(minc	yes		yes	yes		
Evaluate scientific evidence and the scientific arguments generated from it					yes			yes				(minor)	yes				yes	
Develop competence in quantitative reasoning and in the application of arithmetical, algebraic, geometric (and) OR statistical methods in solving problems									yes	yes*								
Recognize that taking risks in academic enquiry fosters creativity and innovation			yes	yes	yes		yes	yes					yes	yes		(weak)		
Develop a historical perspective that includes the ability to place events in the context of time and place and acknowledges that historical interpretation is influenced by social, economic, political, and ideological considerations					yes	yes	yes						yes	yes	yes	yes	strong	yes

Outcomes - Raw data

(Categories with multiple disciplines: some disciplines added additional info after 10/7)

Communication		Present coherent written and oral arguments with correct grammar and syntax	yes	yes	yes		yes	yes			yes	yes	yes	yes	yes	yes	
		Apply computer technology to depict concepts and data visually	yes		yes		yes								incide	yes	yes
		Access needed information effectively and efficiently	yes	yes	yes	yes	yes	yes				(some	yes	yes	yes	yes	yes
		Evaluate information and its sources critically, and incorporate primary and secondary sources into essays, reports and other forms of communication	yes	yes	yes	yes	yes	yes				(some	ys	yes	yes	yes	yes
		Recognize the economic, legal, social and ethical issues surrounding the use of information			yes		yes						yes	yes		(weak)	
KNOWLEDGE	In-Depth Knowledge	Demonstrate proficiency and depth of knowledge in their major field of study															
	Understanding of the World in Which We Live	Understand the basic fundamentals of scientific methods that are used to comprehend and explain natural phenomena, and be aware of the place of science knowledge in contemporary culture and history			yes		yes										
		Study and analyze social phenomena		yes	yes		yes					(some	yes	yes	yes	strong	yes
		Recognize the properties and importance of a healthy environment, and the benefits of environmentally sustainable practices			yes		yes					yes	yes				
VALUES AND RESPONSIBILITY	Awareness	Become more aware of their own individual values and ideals, and to think and reflect on the moral and civic dimension of issues, problems and matters of individual and public concern	yes	yes	yes	yes	yes				yes	yes	yes	yes	yes	yes	
		Appreciate the perspectives of others on issues of individual and public concern	yes	yes	yes	yes	yes				yes	yes	yes	yes	some	yes	
	Engagement	Act and communicate critically about issues, problems and matters of public consequence			yes		yes					(some	yes	yes	yes	(weak	yes
		Use both political and non-political processes to promote community well-being			yes		yes					yes	yes	yes			

Outcomes - Raw data

(Categories with multiple disciplines: some disciplines added additional info after 10/7)

	Communication	Present coherent written and oral arguments with correct grammar and syntax	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	
		Apply computer technology to depict concepts and data visually		yes				yes							
		Access needed information effectively and efficiently	high	yes	yes	yes	yes		yes	yes	yes			yes	
		Evaluate information and its sources critically, and incorporate primary and secondary sources into essays, reports and other forms of communication	high	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
		Recognize the economic, legal, social and ethical issues surrounding the use of information	high	yes	yes		yes	yes	yes	yes	yes	yes	yes		
KNOWLEDGE	In-Depth Knowledge	Demonstrate proficiency and depth of knowledge in their major field of study													
	Understanding of the World in Which We Live	Understand the basic fundamentals of scientific methods that are used to comprehend and explain natural phenomena, and be aware of the place of science knowledge in contemporary culture and history										(some)		yes?	
		Study and analyze social phenomena	high	yes	yes	yes	yes	yes	yes	yes	(some)	yes	yes	yes	
		Recognize the properties and importance of a healthy environment, and the benefits of environmentally sustainable practices	high	yes				yes	yes		(some)				
VALUES AND RESPONSIBILITY	Awareness	Become more aware of their own individual values and ideals, and to think and reflect on the moral and civic dimension of issues, problems and matters of individual and public concern	high	yes	yes	some	yes	yes	yes	yes	yes		yes		
		Appreciate the perspectives of others on issues of individual and public concern	high	yes	yes	yes	yes		yes	yes	yes	yes			
	Engagement	Act and communicate critically about issues, problems and matters of public consequence	med	yes	yes		yes	yes	yes	yes	yes				
		Use both political and non-political processes to promote community well-being	med	yes			yes		yes	yes	yes				

October 7th: Mapping Outcomes to Categories Exercise

Comments About the Process/ Concept

“Other concerns that were expressed were the imposition of goals in our courses and the possibility of demands that would limit our academic freedom to design our courses. Discussion ensued and we discussed the fact that the current set of goals was developed by faculty and that the current activity involves matching goals to the categories and not imposing goals on any category or course. The purpose of doing this (to facilitate assessment initiatives) was discussed as well” (Topics: Social Science table)

“This group felt that while the intentions of the Ad Hoc Committee were good, this exercise was seen as a misguided attempt to look at Gen. Ed.” (Topics: Arts & Humanities)

“Other issues that this group discussed were that no 300 level courses should be included in Gen Ed, that 100 level courses should be reintroduced and that the category of Topics: Arts and the Humanities needs to be rethought.” (Topics: Arts & Humanities)

Comments About the Categories

“The first group I was assigned to had begun a discussion of including 100 – level courses in the categories and excluding 300 level courses. The Social Science group discussed this a bit and we were reminded that the purpose of excluding 200 and including 300-level courses in the categories was a decision made to promote the vertical integration of the curriculum for our students.” (Topics: Social Science table)

[Regarding INA category] “There may be a new way of thinking about this category—much of what we do may not actually fit the description of intercultural studies. Description of category extends beyond US, and our courses in the category might not necessarily do that.” (INA table)

“Intercultural / International Outcomes map better to the International Issues courses than to the category definition” (International Issues table)

“The History Convening Group has already developed goals and learning objectives for its 100-level Gen Ed courses. In spring 2008 it developed a pilot assessment program for U.S. History II classes. I anticipate that a similar assessment plan will be implemented in spring 2010.” (Hist)

“Several ideas were proposed by the group to be implemented by the convener and the convening group. Specifically how to present basic understandings of the scientific method, what defines valid and reliable research, the difference between correlation and cause and relate issues.” (Social Issues table)

“Suggestions were made as to how to present a basic overview of global warming and other sustainability concerns.” (Social Issues table)

“There was a helpful discussion on how to approach the gender component of the curriculum since it seems the are that most instructors have the least expertise in.” (Social Issues table)

“The process went very smoothly. The group agreed that Social Issues is addressing most of the categories on the rubric and just needs to stay current and to make sure all new instructors are mentored comprehensively.” (Social Issues table)

“Should map directly to ASB goals for perspectives of: Communication, Ethics, Reasoning, and Perspectives:

Gen Ed Communication = ASB Communication

Gen Ed Awareness = ASB Ethics

Gen Ed Critical Inquiry = ASB Reasoning

Gen Ed Perspectives = ASB Perspectives” (Perspectives table)

“Our group had a great discussion about future directions of Science in the gen ed curriculum. We found many of our “Science” learning goals overlapped with multiple gen ed goals and vice versa. Many of the gen ed goals are defined very broadly and touch on aspects of learning goals that many felt were relevant to our science courses but we attempted to select those goals which were a ‘primary focus’, and noted those goals that were relevant but not necessarily a primary focus. Our group felt that meeting these goals will require revising syllabi for some gen ed science courses to ensure that cultural and historical aspects of science are discussed. We also envision that research reports or research papers will be required in all gen ed science courses and that we’d like ensure that global sustainability is included in the learning goals for all gen ed science courses in the curriculum” (Science)

October 21: Faculty Assembly meeting

Reporting

- GECCo should report to Faculty Assembly
- Make recommendations to ARC. Don't want a committee that owns gen ed
- Why not have it answerable to ARC prior to reporting to FA?
- Sub-committee of ARC is a good idea. Makes sense to keep ARC central
- Gen ed is no longer just a collection of courses – might actually *want* GECCo to be separate from ARC

Need for the body

- ARC was created to meld four different committees (historically) [*implicit: 1) it's ARC's and 2) we historically did not feel the need to have continue having a separate Gen Ed committee*]
- Could ARC designate people to work on a topic, e.g. Gen ed?

Membership

- Disagreement regarding ex-officio members? Question was how big should the committee be, when would they meet?
- Non voting members – library should vote
- Elections – core courses could elect reps if they were responsible for a particular course. That could be delegated within a unit
- Convening groups are formed around core courses e.g. social issues
- Could have someone from GECCo sit on ARC
- DAC and WAC should be added ex-officio. And Honors
- College Honors was created to shadow Gen Ed. Does everyone who has a stake have to be present at every discussion

Responsibilities

- Clarify issue that GECCo would deal with? Lots of disagreement about the vision in AHWGEE/
- Intent to pass judgment on the courses to count or not count within a given category? How are those decision made. Who else would make that decision if not GECCo
- Assessment creates a lot of work – ARC can't do all that. This as a sub committee makes sense from a workload perspective
- Resources – different units contribute differently to gen ed. How will GECCo approach that?
- GECCo will shine a flashlight on an issue but will then pass it off – not in charge of resource allocation as envisioned
- New course would go to both ARC and GECCo. Could cc GECCo and they would decide if gen ed. Or gen ed is just decided by ARC

Other

- The name might be changed
- The process has been quite good – inclusive and informative. Reflective as well. Not imperial. Thanks

October 7: Comments on the Learning Outcomes

Goal: Interdisciplinary Analysis

Students will be able to:

- Evaluate, integrate and apply disparate sorts of knowledge.
- Create and employ innovative, interdisciplinary approaches to identify, comprehend, and address contemporary problems.

Goal: Experiential Learning

- “The science group has serious concerns about how the experiential component is defined. Experiments, lab work, field work etc. are intrinsically experiential but these outcomes do not ‘fit’.” (Sci)

Students will be able to:

- Identify how prior content and concepts have been applied to their experiences and how their experiences will enhance future academic study and personal, professional, **and** civic development.
 - “All agreed that the word “and” that I have highlighted here should be changed to “or” to allow for more flexibility. We then discussed some suggestions for rephrasing this goal into simpler and clearer terms such as “Students should demonstrate the ability to relate knowledge to experience.” (TSS)
- Reflect on their experiences individually and collectively by challenging assumptions and hypotheses about their beliefs, outcomes of their decisions, and actions they have taken, and by sharing their insights.
 - “Our group felt strongly that the second half of this goal should be removed (beginning with “about...,” and that the goal should simply state: “Reflect on and challenge assumptions and hypotheses” (TSS)
- Understand and articulate the structure, relationships between, and impacts of the multiple communities and organizations with which they interact.
 - “We may be a bit confused on the interpretation of this” (INA)

Goal: Intercultural / International Perspective

Students will be able to:

- Understand and negotiate the complexity and diversity of cultures in their various contexts (local, national **and** global).
 - “Our group again suggested to change the “and” to “or”” (TSS)
- Recognize the importance of communicating orally and in writing in more than one language.
 - we don’t do this at Ramapo and we should delete this from our mission. Unless we add a language requirement (INA)
 - “Also using “languages” of music, dance, ritual, ceremony, etc” (MUSI)
- Comprehend the causes and consequences of the disparity in the global distribution of power and resources.
 - “Maybe “comprehend” is not necessarily the right word—can anyone comprehend this comprehensively?” (INA)

SKILLS

Goal: Critical Inquiry

Students will be able to:

- Think and engage analytically.
- Assess theoretical arguments, data and other evidence.
- Read, analyze and understand written, oral and visual works of art from across the arts and humanities, and from across a range of historical periods and cultures.
 - “Add “aural” and “performance” to the “big three” (written, oral and visual). A serious omission, from our viewpoint” (MUSI)
- Evaluate scientific evidence and the scientific arguments generated from it.
- Develop competence in quantitative reasoning and in the application of arithmetical, algebraic, geometric **and** statistical methods in solving problems.
 - Replace ‘and’ with ‘or’ – a single gen ed will not do *all* of these! (Math)
- Recognize that taking risks in academic enquiry fosters creativity and innovation.
 - “The group thought this goal should definitely be removed from the list” (TSS)
 - “A bit vague to answer conclusively” (INA)
 - “Needs more clarification—we’re not sure what this means” (INA)
- Develop a historical perspective that includes the ability to place events in the context of time and place and acknowledges that historical interpretation is influenced by social, economic, political, and ideological considerations.
 - “Some suggestions were made for re-phrasing this goal, again with the intention of making it clearer. We suggest the following phrasing: “Develop an historical perspective that includes the ability to place events in the framework of time, place, and/or social context.” (TSS)

Goal: Communication

Students will be able to:

- Present coherent written and oral arguments with correct grammar and syntax.
- Apply computer technology to depict concepts and data visually.
- Access needed information effectively and efficiently
- Evaluate information and its sources critically, and incorporate primary and secondary sources into essays, reports and other forms of communication.
- Recognize the economic, legal, social and ethical issues surrounding the use of information.
 - “Our group did not know how to interpret this statement. What does this mean? We discussed that it may refer to issues related to confidentiality, plagiarism, distortion of data...Needs work.” (TSS)
 - “Too vague for us to answer conclusively” (INA)
 - “Needs more clarification—we’re not sure what this means” (INA)

KNOWLEDGE

Goal: In-Depth Knowledge

Students will be able to:

- Demonstrate proficiency and depth of knowledge in their major field of study

Goal: Understanding of the World in Which We Live

Students will be able to:

- Understand the basic fundamentals of scientific methods that are used to comprehend and explain natural phenomena, and be aware of the place of science knowledge in contemporary culture and history.
 - “Here we had more suggestions for re-phrasing that would aim at broadening the concept of inquiry. The suggested re-wording is as follows: “Understand the fundamental methods of inquiry that are used to comprehend and explain phenomena, and be aware of the place of scientific knowledge (or science) in contemporary culture and history.”” (TSS)
- Study and analyze social phenomena.
- Recognize the properties and importance of a healthy environment, and the benefits of environmentally sustainable practices.

VALUES AND RESPONSIBILITY

Goal: Awareness

Students will be able to:

- Become more aware of their own individual values and ideals, and to think and reflect on the moral and civic dimension of issues, problems and matters of individual and public concern.
- Appreciate the perspectives of others on issues of individual and public concern.
 - “Appreciate” should be replaced with “understand” (MUSI)

Goal: Engagement

Students will be able to:

- Act and communicate critically about issues, problems and matters of public consequence.
- Use both political and non-political processes to promote community well-being.

Additional Written Comments

- “Based on the comments our group made and discussed, it seems to me that perhaps we need to talk a bit as a faculty body about the wording of some of these goals as well. There were several areas where the wording was too specific or unclear (see comments related to each goal)” (TSS)
- “One major bone of contention were the gen ed learning goals for the experiential component. The group has concerns with reconciling the definition of Experiential Learning (from the Task Force report, as well as “common sense” – and as applied to Science it would include lab/field work for instance), with the Experiential Learning Outcomes expressed in this document. We suggest that the EL Outcomes be revisited” (Sci)

Key to References

Sci – Science (Gen Ed Category Discussions on 10/07/09)

TSS – Topics: Social Sciences (Gen Ed Category Discussions on 10/07/09)

MUSI – Music convening group