

GECCo Checklist:  
Distribution Category Courses  
(Culture and Creativity; Systems, Sustainability and Society; Value and Ethics)

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**GECCo Checklist: Distribution Category Courses**  
**(Culture and Creativity; Systems, Sustainability, and Society; Values and Ethics)**

Course Name:

**Distribution Category:**

- a) **Culture and Creativity**
- b) **Systems, Sustainability, and Society**
- c) **Values and Ethics**

Is the course 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 rare instances of 300 level courses being approved. (FAEC and DC Agreement, 5-11-2016)

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

- a) The rationale for inclusion of this course in the General Education program (how does the course address Gen Ed criteria for Distribution Category-thumbnail description, objectives and outcomes?)
- b) How will the course reflect the conceptual framework of Gen Ed Task Force?
- c) How will assignments for the course assess Gen Ed. Objectives in the Distribution Category (and all the outcomes assigned to the particular objective)?

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

Are course learning experiences and assessments (assignments) aligned with the objectives and respective outcomes?

(Note: at least one assignment must cover all the outcomes in a given objective)

- a) Is it included in the syllabus or
- b) Is it attached to the syllabus?
- c) If attached, does it include a statement in the syllabus clearly mentioning that it is attached in a separate document?

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 build on the appropriate Keystone Experiences that share common goals and objectives with their Distribution Category?

Is the course a writing intensive course?

Note: Distribution Category courses should NOT be designated as writing intensive

(FAEC and DC Agreement, 5-11-2016)

- Does the course include prerequisites?  
Note: Distribution Categories should NOT require prerequisites outside the Keystone Experiences (FAEC and DC Agreement, 5-11-2016)
- Will the proposed course be offered at least once annually?
- 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 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, did the application include a statement estimating 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 Distribution Category and the estimated number of sections?

**Further Details on Criteria:**

**FAEC and DC agreement ((FAEC and DC Agreement, 5-11-2016), see link**

<https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0ahUKEwiF3JO2vYPSAhUoslQKHf8LB9oQFggcMAA&url=https%3A%2F%2Fwww.ramapo.edu%2Fprovost%2Ffiles%2F2013%2F04%2FFAEC-and-DC-Agreement-5-11-16-1.docx&usg=AFQjCNEkPxoHNNwuA3Mcpk9v NpbEGidwA&bvm=bv.146496531,d.cGw>

**GE Task Force II Report, see link**

[https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&cad=rja&uact=8&ved=0ahUKEwjMiZozvoPSAhXsylvQKHZn\\_ArkQFggkMAI&url=https%3A%2F%2Fwww.ramapo.edu%2Ftask-force-2%2Ffiles%2F2013%2F12%2FGE\\_Task\\_Force\\_Report-Nov-19-2015.doc&usg=AFQjCNE1nDz-fHIuZZGZ4NfPoBhUVWcZEg&bvm=bv.146496531,d.eWE](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&cad=rja&uact=8&ved=0ahUKEwjMiZozvoPSAhXsylvQKHZn_ArkQFggkMAI&url=https%3A%2F%2Fwww.ramapo.edu%2Ftask-force-2%2Ffiles%2F2013%2F12%2FGE_Task_Force_Report-Nov-19-2015.doc&usg=AFQjCNE1nDz-fHIuZZGZ4NfPoBhUVWcZEg&bvm=bv.146496531,d.eWE)

## Distribution Category: Culture and Creativity

### Culture and Creativity

This category will contain courses mostly from the arts and humanities. It will primarily have courses in which students read, view, study, or create products of culture. Students will analyze their own creative work or that of others.

#### **Culture & Creativity (*Populated primarily with Courses from SSHGS and CA*):**

**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: 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

## Distribution Category: Systems, Sustainability, and Society

### Systems, Sustainability, and Society

This category is intended to include mostly science and social science courses that take either a qualitative or quantitative approach to the scientific method. The category recognizes that there are different approaches to, and debates over, scientific inquiry (science or social science), scientific methods, and scientific paradigms. It takes a pluralistic approach to addressing the pressing problems of sustainability\* through a systems approach\*.

#### **Systems, Sustainability, & Society (Populated primarily with courses from TAS, SSHS, ASB):**

##### **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)*

\* Scientific inquiry: systematic knowledge gained through observation and experimentation.

\* Sustainability: broadly defined here as the endurance of systems (including social systems) and processes, with a focus on not being harmful to the natural environment and minimizing the depletion/degradation of natural resources.

\* Systems approach: holistic study of an entire system, looking at both the attributes of the whole as well as the interactions and interdependency of the component parts.

## SAMPLE: SYSTEMS, SUSTAINABILITY, AND SOCIETY

OBJECTIVES	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 the conclusions are appropriate.	YES	YES		
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

## Distribution Category: Values and Ethics

### Values and Ethics

This category will house courses addressing ethical considerations and exploring values. This can include one's own ethics and values or that of others. Traditionally, 'ethics', derived from the Greek word *ethos*, are the principled habits or characters of good people, while 'values', derived from the Latin word *valere*, are evaluations of worth. All courses in the Values and Ethics category should include engagement with works of ethical theory - which can include works from the arts, business, humanities, sciences, or social sciences.

#### **Values & Ethics (Populated with courses from any school):**

#### **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, Experiential and Mid-Career*)

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*)

\*Accordingly, in the Values and Ethics category, the expectation that students demonstrate "logic and reasoning" amounts to expecting students to use logic and reasoning in the fullest sense - as considering words, thoughts, ideas, arguments, accounts, reasons or principles. The words logic and reasoning are basically equivalent. "Reasoning" comes from Latin (*ratio*), which we might today translate as 'considering.' Logic comes from the Greek *logos*, which originally meant 'word' (but not merely as a part of speech). In ancient Greece one's *logos* was one's word, thought, idea, argument, account, or principle.



**SAMPLE: VALUES 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