



General Education Curriculum Committee (GECCo) Manual

2021-2022

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I. 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, all General Education Program courses should be writing intensive, when appropriate.

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

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

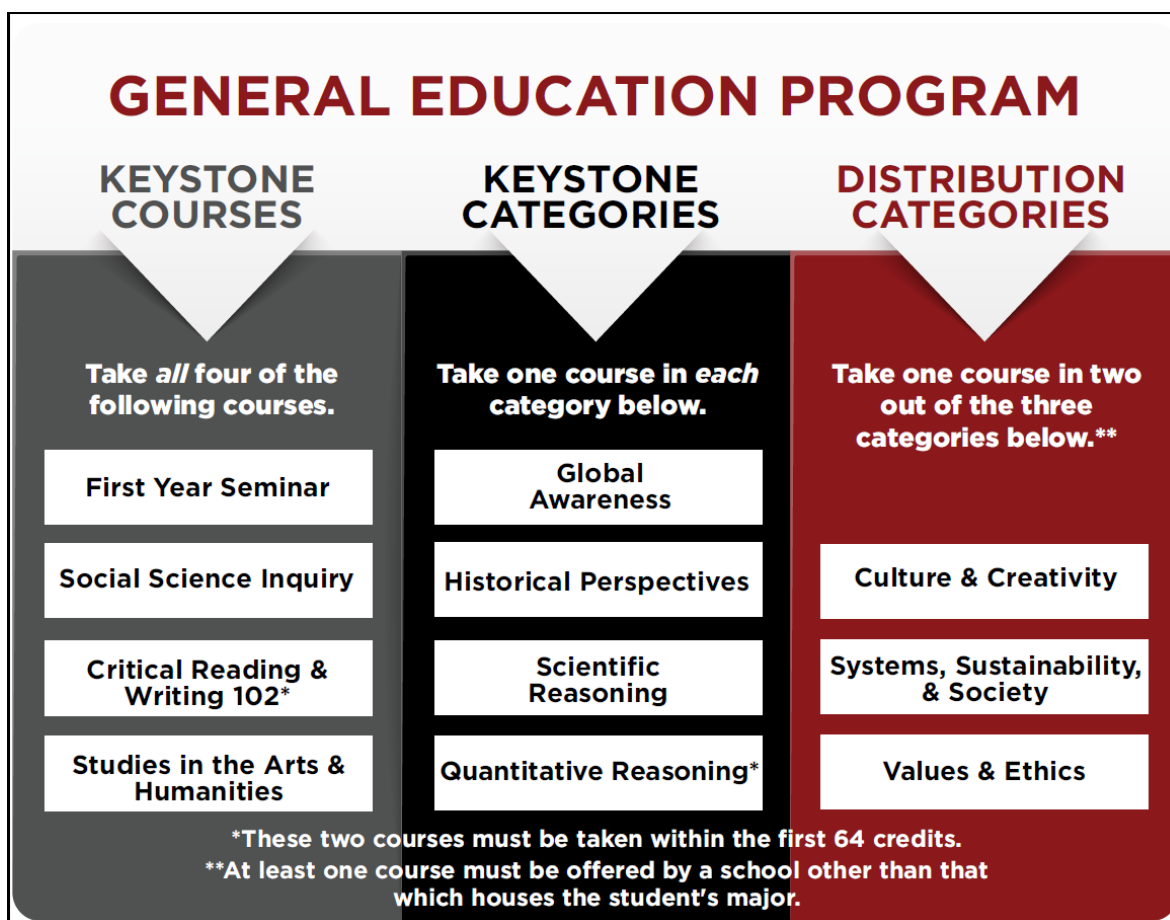
- First Year Seminar
- Critical Reading and Writing
- Studies in Arts and Humanities
- Social Science Inquiry
- Quantitative Reasoning
- Scientific Reasoning
- Historical Perspectives
- Global Awareness

In addition, there are three Distribution Categories:

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

The goals and objectives of the General Education program were developed by the General Education Task Force II (GETFII) and approved by FA. The General Education program student learning outcomes were developed by the General Education Implementation Team (GEIT) and GECCo and can be found in the GECCo checklists.

The General Education curriculum consists of eleven courses, of which students take ten, divided into two categories. “Keystone” courses/categories provide the students with a strong foundation in the GE. “Distribution” categories are designed to build on the knowledge gained in the Keystone courses. With respect to the Keystone Categories, the program is structured to ensure that students are exposed to common learning experiences through *First Year Seminar*, *Critical Reading and Writing*, *Studies in the Arts and Humanities*, and *Social Science Inquiry*. Students also are required to take courses from a wide variety of disciplines beyond their major through the categories *Historical Perspectives*, *Quantitative Reasoning*, *Scientific Reasoning*, and *Global Awareness*. Students then choose two of the three Distribution Categories of *Culture and Creativity*, *Values and Ethics*, and *Systems, Sustainability and Society*, making sure that at least one of the distribution courses chosen is offered outside their major’s school. This further encourages students’ learning beyond their primary discipline. All Ramapo College students must complete the General Education requirements in Critical Reading and Writing and Quantitative Reasoning by the time that they have earned 64 credit hours.



General Education Program Curriculum Map

General Education Goals	General Education Objectives	FYS	CRWT	SIAH	HP	GA	SSI	QR	SR	CC	VE	SSS
Explore the world: investigate human cultures and the natural world	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				
Engage the world: think critically and convey new understanding	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 effectively	X	X	X								
	Use technology to communicate information, manage information, or solve problems	X						X				
Experience your world: integrate and apply your new learning	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					
Expand our world: develop compassion and ethical understanding across cultures and become an engaged global citizen	Understand diverse communities on local, national, and/or global levels	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	
	Demonstrate intercultural understanding required to effectively negotiate a diverse global society					X						

FYS (INTD 101: First Year Seminar), CRWT (CRWT 102: Critical Reading and Writing II), SIAH (AIID 201: Studies in the Arts and Humanities), HP (Historical Perspectives Category), SSI (SOSC 110: Social Science Inquiry), QR (Quantitative Reasoning Category), CC (Culture and Creativity Category), VE (Values and Ethics Category), SSS (Systems, Sustainability, and Society Category). Please see the category checklists for the appropriate student learning outcomes.

Faculty Assembly Votes on the General Education Program

In May of 2013 the General Education Task Force II (GETFII) was charged with General Education review and revision. After a few revisions a final report was presented to the Faculty Assembly on November 18th 2015. On December 2nd 2015 Faculty Assembly voted to approve the revised General Education Program (Yes 76%; No 19%; Abstain 5%). This established the requirements, goals, and objectives 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 Taskforce recommended 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 Faculty Assembly Vote (1/31/18, Yes 84% - No 8% - Abstain 8%)

III. ~~Experiential Component~~. Changed to the Experiential Objective by Faculty Assembly 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 General Education (Deans Council April 2018)

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

II. General Education Curriculum Committee

The General Education Curriculum Committee (GECCo) 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.

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

Revised Charge (Fall 2016 and beyond)

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 General Education 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 below 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).

The secretary will be chosen annually from the membership.

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)
- Representative from the Library

Directors are appointed annually through an application process operating from the Provost's Office. Coordinators will serve renewable two-year terms (for the first term, half of the members will stay on for a third year to stagger elections). 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.

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
- 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.

The GECCo Secretary will ensure that:

- Takes meeting minutes and posts the minutes to the GECCo website;

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 school;
- Recommend exceptions, as necessary, to requirements of the General Education program.

III. Criteria for Inclusion in the General Education Program

All courses submitted and approved for inclusion in the General Education program:

1. Focus the majority of the course content on the prescribed General Education content.
(<https://www.ramapo.edu/fa/files/2013/04/Gen-Ed-Objectives-and-Outcomes-Keystone-Courses-and-Distribution-Categories.pdf?>)
2. Address all the associated General Education objectives and outcomes.
(<https://www.ramapo.edu/fa/gecco/>)
3. Satisfy the requirements for the category to which the course is submitted
(<https://www.ramapo.edu/task-force-2/> or GECCo Manual)
4. Include a syllabus showing the alignment of the appropriate General Education outcomes with the course learning experiences and assessments.

A course may count towards only one Keystone Experience OR is accepted as fulfilling requirements for only one Distribution Category. However, major and minor program requirements may include (double count) up to two courses from the General Education Keystone Requirements and Distribution Categories. An individual student may not count a course for more than two requirements across GE, major program(s), minor(s) and school core.

Courses may be offered at any time during the year, and they may be writing intensive based on individual needs of the course. Courses do NOT have to be offered annually.

Criteria for Course Inclusion in the Distribution Categories

All courses submitted and approved for inclusion in one of the Distribution Categories will:

1. Be at the 200 level with some instances of 300 level courses being approved; Academic Affairs Policy 300Z sets enrollment caps for 100 and 200 level courses at 35 and 30 for 300 and 400 level courses.
2. Build on the appropriate Keystone Experiences that share common objectives and outcomes with their Distribution Category.
3. NOT require prerequisites outside the Keystone Experiences.

Criteria for scheduling courses for General Education will be determined by the Deans with input from admissions, the registrar, the provost, and GECCo. Information on scheduling and enrollment will be provided to GECCo if needed.

Criteria for each General Education categories can be found using the following links:

Keystone Categories	Distribution Categories
<ul style="list-style-type: none">• Global Awareness• Historical Perspectives• Scientific Reasoning• Quantitative Reasoning	<ul style="list-style-type: none">• Culture and Creativity• Values and Ethics• Systems, Sustainability and Society

IV. Submitting Courses to GECCo

ALL submissions must be emailed to ARC@ramapo.edu. Please include the word “GECCo” in the subject line. In addition to the standard ARC form and course syllabus, *additional* materials are required by GECCo in order to submit a course to the General Education program. GECCo has category-specific checklists that will be useful when preparing your submission.

Required materials

- Completed ARC form, with relevant signatures
 - Any new courses or course revision requires an ARC form, even if that course is for the General Education program.
 - The ARC Form contains TWO boxes to indicate whether the course is to be part of the new General Education 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 General Education course for the new General Education curriculum.
- A cover letter
 - Explain how the course meets the criteria of a General Education course for the appropriate General Education category (objectives, outcomes, and course content).
 - GECCo has created *category-specific checklists* in this manual that will aid in the preparation of the cover letter.
- Course syllabus
 - GECCo requires syllabi to include General Education 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.
- Assignment(s)
 - Include instructions for the assignment(s) that meet the associated objectives and outcomes of the category. If the assignment is not included in the syllabus, then the assignment instructions can be attached as a separate document. If an assignment is associated with an objective, then the assignment must meet all outcomes under that objective.

Course materials for General Education courses should be submitted directly to ARC by October 15. ARC will forward the materials to GECCo for review. The GECCo category Director/Coordinator will then check the paperwork for completeness. If the course also needs to be approved as a writing intensive course, applicants must fill out the appropriate sections of the ARC Form.

Upon receiving the course materials from ARC, GECCo will review the General Education component of the course. The course will then be:

- **Accepted:** The GECCo chair will sign off on. This does not constitute ARC approval, it only pertains to the General Education portion of the application. The materials will then be forwarded directly to ARC for a complete review. The faculty member who submitted the course will be contacted by email by the Coordinator of the category or the chair of GECCo.

- **Accepted with Minor Revision:** If revisions are necessary the faculty member who submitted the course will be contacted by email by the 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.
- **Revision:** If a course requires significant revisions to alignment with the outcomes or if the course is recommended to move to another category, the faculty member who submitted the course will be contacted by email by the 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.
- **Rejected:** If a course is rejected the faculty member who submitted the course will be contacted by email by the Coordinator of the category or the chair of GECCo.

Faculty Initiated Voluntary Removal of a Course

Required Materials for Removal from General Education Program Submission

- Completed ARC form, with relevant signatures: Signatures should be from the submitting person(s), the convenor of the group that houses the course, and the dean. If the course is cross-listed all convenors and deans must sign.
- A cover letter to explain the request.
 - Please include a statement of support from all instructors that teach the course and the convenor(s).
 - Provide a brief rationale for why the course needs to be removed from the GE program
 - Acknowledgment that courses voluntarily removed from the GE program must submit a new GE course application to reenter the GE program.
- Updated course syllabus with GE content and objectives removed.

Procedure

- Course materials should be submitted directly to ARC by October 15. The GECCo category director/coordinator will then check the paperwork for completeness.
- Upon submission of the course materials, GECCo will review the request.
- If accepted, the GECCo chair will sign off on it and then forward the materials directly to ARC for complete review.
- The registrar will then make changes in the catalog.

Note: Students will receive GE credit if they took the course while the course was in the Catalog as a GE course. Students will not receive GE credit if taken after it is removed from the GE program. Appeals can be made to the Vice Provost.

V. General Education Assessment

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

Each category forms a Curriculum Assessment Team (CAT) composed of faculty (full time or adjunct) that teach the course or teach in the category. The CAT develops the assessment plan and produces an assessment report each year. Assessment plans and reports are reviewed by GECCo and the College Wide Academic Assessment Committee. The reports are posted on the GECCo website and presented by the GECCo chair, course director or category coordinator to appropriate audiences such as FA, Unit Councils, Faculty Development Day, and course and category meetings.

Timeline for Assessment

January-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-April: Assessment data is reviewed and the report is written including appropriate actions for unmet achievement targets as well as evidence of loop closing.

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

GE Assessment Plan Template

GECCo ASSESSMENT PLAN TEMPLATE	
Category:	Director/ Coordinator:
Category Description:	
Student Learning Outcomes:	
INDIRECT 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?
TIMELINE – 3 YEAR PLAN	
Please describe the anticipated timeline for your category.	

GE Assessment Report Template

CECCo ASSESSMENT REPORT TEMPLATE	
Category:	Director/ Coordinator:
List ALL Objective(s) and all Student Learning Outcomes for the category with the Years of Assessment.	
List the Objective(s) and all Student Learning Outcomes that are being assessed during the 2018-2019 academic year.	
List specific courses and sections that were used for the assessment. (This will aid in choosing courses for future assessments, to lessen the burden on each course.)	
INDIRECT ASSESSMENT (must have at least one direct method)	
Method(s) of Assessment	<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>
Achievement Target(s)	<i>What are your criteria for success?</i>
Past Assessment Findings	<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>
Past Actions	<i>What were the program’s actions for unmet achievement targets for this outcome and were these actions implemented? If not, why not?</i>
Current Findings	<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>
DIRECT ASSESSMENT (must have at least one indirect method)	
Method(s) of Assessment	<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> <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> <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>
Targets/Levels of Expectation	<i>What are your criteria for success?</i>
Past Assessment Findings	<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>
Past Actions	<i>What were the program’s actions for unmet achievement targets for this outcome and were these actions implemented? If not, why not?</i>
Current Findings	<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>

CLOSING THE LOOP & REASSESSMENT	
Closing the Loop	<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>
Reassessment	<i>Compare the current findings to the previous findings. Did the implemented actions improve student learning?</i>
Current Actions	<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>

Keystone and Distribution Category Checklists

Use the following links to access Keystone and Distribution checklists. These checklists include information about the required cover letter, proposed course syllabus and assignments that will be used to assess the General Education Program.

Keystone Courses	Distribution Categories
<ul style="list-style-type: none">• Global Awareness• Historical Perspectives• Scientific Reasoning• Quantitative Reasoning	<ul style="list-style-type: none">• Culture and Creativity• Values and Ethics• Systems, Sustainability and Society

Global Awareness Checklist

All General Education course submissions must include a **cover letter**, **syllabus**, and **ARC form**.

The cover letter submitted along with the syllabus will establish that:

- The course is at the 100/200 level unless it is a language course. In general, 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. Language courses for this category may be beyond the 200-level. The prereqs, if present, must be in the Global Awareness, First Year Seminar, Studies in the Arts and Humanities, Critical Reading and Writing II, or Social Science Inquiry.
- The course meets the criteria of a General Education course (course goals, objectives, and outcomes).
- The assignments for the course assess General Education objectives (and the outcomes assigned to the particular objective).
- The instructors of the course agree to participate in all assessment activities and all closing of the loop activities related to the objectives within the Global Awareness Category.
- The course is consistent with the General Education rationale for Global Awareness. The rationale for Global Awareness courses as included in the General Education Program is as follows:

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)'.

- The majority of the course is focused outside the United States (this is specific to Global Awareness).
- The majority of the course content focuses on the prescribed General Education content and the associated goals, objectives, and student learning outcomes.

The proposed **syllabus** must include the following items:

- A statement indicating the General Education category the course fulfills.
- The appropriate General Education objectives and outcomes for the category.
- A map of the assignment(s) to the objectives and outcomes.
- Instructions for the assignment(s) that meet the associated objectives and outcomes of the category. If the assignment instructions are not included in the syllabus, then the assignment instructions can be attached as a separate document. There should be at least one assignment per objective that meets all outcomes under that objective.

The completed **ARC form** must include:

- A checked box for General Education and the appropriate category entered.
- A list of all major and minor programs and/or school cores for which this course 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?
- All other items currently required by ARC including Convener's and Dean's approval of the proposal to be included in the Keystone Category and the estimated number of sections.

Global Awareness Objectives and Outcomes with Sample Assessment Grid

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

Global Awareness Sample Assessment Grid

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

Historical Perspectives Checklist

All General Education course submissions must include a **cover letter**, **syllabus**, and **ARC form**.

The cover letter submitted along with the syllabus will establish that:

- The course is at the 100/200 level. In general, 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 prereqs, if present, must be in the Historical Perspectives category, First Year Seminar, Studies in the Arts and Humanities, Critical Reading and Writing II, or Social Science Inquiry. This course will 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.
- The course meets the criteria of a General Education course (course objectives, outcomes and course content).
- The assignments for the course assess General Education objectives (and the outcomes assigned to the particular objective).
- The instructors of the course agree to participate in all assessment activities and all closing of the loop activities related to the objectives within the Historical Perspectives category.
- The course is consistent with the General Education rationale for Historical Perspectives. The rationale for Historical Perspectives courses as included in the General Education Program is as follows:

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.

- The majority of the course content focuses on the prescribed General Education content and the associated goals, objectives, and student learning outcomes.

The proposed **syllabus** must include the following items:

- A statement indicating the General Education category the course fulfills.
- The appropriate General Education objectives and outcomes for the category.
- A map of the assignment(s) to the objectives and outcomes.

- Instructions for the assignment(s) that meet the associated objectives and outcomes of the category. If the assignment instructions are not included in the syllabus, then the assignment instructions can be attached as a separate document. There should be at least one assignment per objective that meets all outcomes under that objective.

The completed **ARC form** must include:

- A checked box for General Education and the appropriate category entered.
- A list of all major and minor programs and/or school cores for which this course 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?
- All other items currently required by ARC including Convener's and Dean's approval of the proposal to be included in the Keystone Category and the estimated number of sections.

Historical Perspectives Objectives and Outcomes with Sample Assessment Grid

- Objective: Critically Interpret History and Society
 - Interpret appropriate sources.
 - Understand historiography and its implications for the use of sources
- Objective: Understand Diverse Communities on Local, National, and/or Global Levels
 - Demonstrate understanding of the intersections of issues that affect diverse community in their local, national, and/or global context
 - Apply various perspectives when analyzing topics related to diverse local, national, and/or global communities.
- Objective: Analyze Ethical Implications of the Global Distribution of Power and Resources.
 - Analyze the distributions of power and resources and their implications at the local, national, and/or international level
- Objective: Question Assumptions about Individual and Group Identity
 - Articulate the forces that have shaped conceptions of identity in the past and/or present
 - Evaluate the forces that have shaped conceptions of identity in the past and/or present

Historical Perspectives Sample Syllabus Matrix

Objective	Outcome	Paper 1	Quiz 1	Final Exam
Critically Interpret History and Society	Interpret appropriate sources.	X		
	Understand historiography and its implications for the use of sources.	X		
Understand Diverse Communities on Local, National, and/or Global Levels	Demonstrate understanding of the intersections of issues that affect diverse community in their local, national, and/or global context			X
	Apply various perspectives when analyzing topics related to diverse local, national, and/or global communities.			X
Analyze Ethical Implications of the Global Distribution of Power and Resources.	Analyze the distributions of power and resources and their implications at the local, national, and/or international level.	X		X
Question Assumptions about Individual and Group Identity	Articulate the forces that have shaped conceptions of identity in the past/present.	X	X	
	Evaluate the forces that have shaped conceptions of identity in the past/present.	X	X	

Scientific Reasoning Checklist

All General Education course submissions must include a **cover letter**, **syllabus**, and **ARC form**.

The cover letter submitted along with the syllabus will establish that:

- The course is at the 100 level. 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. Generally speaking, a 100-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 course meets the criteria of a General Education course (course objectives, outcomes and course content).
- The assignments for the course assess General Education objectives (and the outcomes assigned to the particular objective).
- The instructors of the course agree to participate in all assessment activities and all closing of the loop activities related to the objectives within the Scientific Reasoning Category
- The course is consistent with the General Education rationale for Scientific Reasoning. The rationale for Scientific Reasoning courses as included in the General Education Program is as follows:

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.

- The majority of the course content focuses on the prescribed General Education content and the associated goals, objectives, and student learning outcomes.

The proposed **syllabus** must include the following items:

- A statement indicating the General Education category the course fulfills.
- The appropriate General Education objectives and outcomes for the category.
- A map of the assignment(s) to the objectives and outcomes.
- Instructions for the assignment(s) that meet the associated objectives and outcomes of the category. If the assignment instructions are not included in the syllabus, then

the assignment instructions can be attached as a separate document. There should be at least one assignment per objective that meets all outcomes under that objective.

The completed **ARC form** must include:

- A checked box for General Education and the appropriate category entered.
- A list of all major and minor programs and/or school cores for which this course 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?
- All other items currently required by ARC including Convener's and Dean's approval of the proposal to be included in the Keystone Category and the estimated number of sections.

Scientific Reasoning Objectives and Outcomes with Sample Assessment Grid

- Objective: Apply methods of scientific inquiry effectively.
 - Understand the scope and philosophy of scientific inquiry
 - Use scientific methodology to address and/or solve a problem
 - Using knowledge of scientific methods [i.e., outcomes 1 and 2], analyze a scientific study to determine if the conclusions are appropriate.
- Objective: Demonstrate logic and reasoning skills.
 - Demonstrate logic and reasoning skills.
- Objective: Apply disciplinary and interdisciplinary knowledge and skills to address complex knowledge
 - Apply disciplinary and interdisciplinary knowledge to identify key resources or steps required to address a complex problem
 - Utilize disciplinary or interdisciplinary skills to address problems appropriately.

Scientific Reasoning Sample Assessment Grid

Objective	Outcome	Lab Report	Exams	Final Exam
Apply methods of scientific inquiry effectively.	Understand the scope and philosophy of scientific inquiry	X	X	X
	Use scientific methodology to address and/or solve a problem	X	X	
	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
Demonstrate logic and reasoning skills	Demonstrate logic and reasoning skills.	X	X	X
Apply disciplinary and interdisciplinary knowledge and skills to address complex knowledge	Apply disciplinary and interdisciplinary knowledge to identify key resources or steps required to address a complex problem.	X		X
	Utilize disciplinary or interdisciplinary skills to address problems appropriately.	X		X

Quantitative Reasoning Checklist

All General Education course submissions must include a **cover letter**, **syllabus**, and **ARC form**.

The cover letter submitted along with the syllabus will establish that:

- The course is at the 100/200 level. In general, 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 prereqs, if present, must be in the Historical Perspectives category, First Year Seminar, Studies in the Arts and Humanities, Critical Reading and Writing II, or Social Science Inquiry.
- The course meets the criteria of a General Education course (course objectives, outcomes and course content).
- The assignments for the course assess General Education objectives (and the outcomes assigned to the particular objective).
- The instructors of the course agree to participate in all assessment activities and all closing of the loop activities related to the objectives within the Quantitative Reasoning category.
- The course is consistent with the General Education rationale for Quantitative Reasoning. The rationale for Historical Perspectives courses as included in the General Education Program is as follows:

“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.”

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

- The majority of the course content focuses on the prescribed General Education content and the associated goals, objectives, and student learning outcomes.

The proposed **syllabus** must include the following items:

- A statement indicating the General Education category the course fulfills.
- The appropriate General Education objectives and outcomes for the category.
- A map of the assignment(s) to the objectives and outcomes.
- Instructions for the assignment(s) that meet the associated objectives and outcomes of the category. If the assignment instructions are not included in the syllabus, then the assignment instructions can be attached as a separate document. There should be

at least one assignment per objective that meets all outcomes under that objective.

The completed **ARC form** must include:

- A checked box for General Education and the appropriate category entered.
- A list of all major and minor programs and/or school cores for which this course 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?
- All other items currently required by ARC including Convener's and Dean's approval of the proposal to be included in the Keystone Category and the estimated number of sections.

Quantitative Reasoning Objectives and Outcomes with Sample Assessment Grid

- Objective: Apply mathematical concepts effectively.
 - Effectively communicate quantitative evidence in support of an argument.
 - Explain information in mathematical forms (e.g., equations, graphs, diagrams, tables, words)
 - Use appropriate computational method(s) to solve a problem
- Objective: Demonstrate logic and reasoning skills.
 - Demonstrate logic and reasoning skills.
- Objective: Use technology to communicate, manage, or solve problems.
 - Use technology to solve problems.
- Objective: Apply disciplinary and interdisciplinary knowledge and skills to address complex problems.
 - Apply disciplinary and interdisciplinary knowledge to identify key resources or steps required to solve a complex problem.
 - Utilize disciplinary or interdisciplinary skills to solve problems appropriately.

Quantitative Reasoning Sample Assessment Grid

Objective	Outcome	Quiz 1	Quiz 2	Exam
Apply mathematical concepts effectively.	Effectively communicate quantitative evidence in support of an argument.	X		X
	Explain information in mathematical forms (e.g., equations, graphs, diagrams, tables and words)	X		X
	Use appropriate computational method(s) to solve a problem.	X		X
Demonstrate logic and reasoning skills.	Demonstrate logic and reasoning skills.	X		X
Use technology to communicate, manage, or solve problems.	Use technology to solve problems.		X	X
Apply disciplinary and interdisciplinary knowledge and skills to address complex problems.	Apply disciplinary and interdisciplinary knowledge to identify key resources or steps required to solve a complex problem.			X
	Utilize disciplinary or interdisciplinary skills to solve problems appropriately.			X

Culture and Creativity Checklist

Populated Primarily with Courses from HGS and CA

All General Education course submissions must include a **cover letter**, **syllabus**, and **ARC form**.

The cover letter submitted along with the syllabus will establish that:

- 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 prereqs, if present, must be in the Keystone courses (First Year Seminar, Studies in the Arts and Humanities, Critical Reading and Writing II, Historical Perspectives, Global Awareness, Scientific Reasoning, Social Science Inquiry, Quantitative Reasoning or Social Science Inquiry).
- The course meets the criteria of a General Education course (course objectives, outcomes and course content).
- The assignments for the course assess General Education objectives (and the outcomes assigned to the particular objective).
- The instructors of the course agree to participate in all assessment activities and all closing of the loop activities related to the objectives within the Culture and Creativity category.
- The rationale for inclusion of this course in the General Education program is as follows:

The courses in the [distribution] categories build on Keystone learning outcomes. They provide students an opportunity to reinforce what they have learned in new situations. Well-designed and well-maintained distribution categories invite students to explore new disciplines and make connections within and beyond their own fields of study.

- The majority of the course content focuses on the prescribed General Education content and the associated goals, objectives, and student learning outcomes.

The proposed **syllabus** must include the following items:

- A statement indicating the General Education category the course fulfills.
- The appropriate General Education objectives and outcomes for the category.
- A map of the assignment(s) to the objectives and outcomes.
- Instructions for the assignment(s) that meet the associated objectives and outcomes of the category. If the assignment instructions are not included in the syllabus, then the assignment instructions can be attached as a separate document. There should be

at least one assignment per objective that meets all outcomes under that objective.

The completed **ARC form** must include:

- A checked box for General Education and the appropriate category entered.
- A list of all major and minor programs and/or school cores for which this course 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?
- 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.

Objectives and Outcomes for Culture and Creativity with Sample Assessment Grid

- Objective: Critically engage with the products of culture,* through interpretation or creative expression.
 - Perform or create a cultural product, or Critically interpret or engage with a cultural product.
- Objective: Critically interpret history and society.
 - Analyze and interpret appropriate sources.
- Objective: Question assumptions about individual and group identity.
 - Articulate the forces that have shaped conceptions of identity in the past and/or present.
 - Evaluate the forces that have shaped conceptions of identity in the past and/or present.
- Objective: Demonstrate logic and reasoning skills.
 - Demonstrate logic and reasoning skills.

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

Culture and Creativity Sample Assessment Grid

Objective	Outcome	Quiz	Midterm	Final Paper
Critically engage with the products of culture*, through interpretation or creative expression.	Perform or create a cultural product, or Critically interpret or engage with a cultural product.	X		X
Critically interpret history and society.	Analyze and interpret appropriate sources.			X
Question assumptions about individual and group identity.	Articulate the forces that have shaped conceptions of identity in the past and/or present.			X
	Evaluate the forces that have shaped conceptions of identity in the past and/or present.			X
Demonstrate logic and reasoning skills.	Demonstrate logic and reasoning skills.	X	X	X

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

Systems, Sustainability and Society Checklist

Populated primarily with Courses from TAS, SSHS, ASB

All General Education course submissions must include a **cover letter**, **syllabus**, and **ARC form**.

The cover letter submitted along with the syllabus will establish that:

- 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 prereqs, if present, must be in the Keystone courses (First Year Seminar, Studies in the Arts and Humanities, Critical Reading and Writing II, Historical Perspectives, Global Awareness, Scientific Reasoning, Social Science Inquiry, Quantitative Reasoning or Social Science Inquiry).
- The course meets the criteria of a General Education course (course goals, objectives, and outcomes).
- The assignments for the course assess General Education objectives (and the outcomes assigned to the particular objective).
- The instructors of the course agree to participate in all assessment activities and all closing of the loop activities related to the objectives within the Historical Perspectives category.
- The rationale for inclusion of this course in the General Education program is as follows:

The courses in the [distribution] categories build on Keystone learning outcomes. They provide students an opportunity to reinforce what they have learned in new situations. Well-designed and well-maintained distribution categories invite students to explore new disciplines and make connections within and beyond their own fields of study.

The proposed **syllabus** must include the following items:

- A statement indicating the General Education category the course fulfills.
- The appropriate General Education objectives and outcomes for the category.
- A map of the assignment(s) to the objectives and outcomes.
- Instructions for the assignment(s) that meet the associated objectives and outcomes of the category. If the assignment instructions are not included in the syllabus, then the assignment instructions can be attached as a separate document. There should be at least one assignment per objective that meets all outcomes under that objective.

The completed **ARC form** must include:

- A checked box for General Education and the appropriate category entered.
- A list of all major and minor programs and/or school cores for which this course 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?
- 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.

Objectives and Outcomes for Systems, Sustainability and Society with Sample Assessment Grid

- Objective: Apply methods of scientific inquiry* effectively.
 - Understand the scope and philosophy of scientific or social scientific inquiry.
 - Using knowledge of quantitative or qualitative methods, analyze a scientific or social scientific study to determine if the conclusions are appropriate.
- Objective: Analyze ethical implications of the global distribution of power and resources.
 - Analyze the distributions of power and resources and their implications at the local, national, and international level.
 - Summarize ethical perspectives in understanding inequities in the distribution of power and resources.
- Objective Demonstrate logic and reasoning skills.

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

Systems, Sustainability, and Society Sample Assessment Grid

Objectives	Outcomes	Paper 1	Quiz 1	Exam	Paper 2
Apply methods of scientific* inquiry effectively.	Understand the scope and philosophy of scientific or social scientific inquiry.	X	X		
	Using knowledge of quantitative or qualitative methods, analyze a scientific or social scientific study to determine if the conclusions are appropriate.	X	X		
Analyze ethical implications of the global distribution of power and resources.	Analyze the distributions of power and resources and their implications at the local, national, and international level.		X		X
	Summarize ethical perspectives in understanding inequities in the distribution of power and resources.		X		X
Demonstrate logic and reasoning skills.	Demonstrate logic and reasoning skills	X	X	X	X

Values and Ethics Checklist

Values and Ethics, populated by courses from any school.

All General Education course submissions must include a **cover letter**, **syllabus**, and **ARC form**.

The cover letter submitted along with the syllabus will establish that:

- 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 prereqs, if present, must be in the Keystone courses (First Year Seminar, Studies in the Arts and Humanities, Critical Reading and Writing II, Historical Perspectives, Global Awareness, Scientific Reasoning, Social Science Inquiry, Quantitative Reasoning or Social Science Inquiry).
- The course meets the criteria of a General Education course (course objectives, outcomes and course content).
- The assignments for the course assess General Education objectives (and the outcomes assigned to the particular objective).
- The instructors of the course agree to participate in all assessment activities and all closing of the loop activities related to the objectives within the Values and Ethics category.
- The rationale for inclusion of this course in the General Education program is as follows:

The courses in the [distribution] categories build on Keystone learning outcomes. They provide students an opportunity to reinforce what they have learned in new situations. Well-designed and well-maintained distribution categories invite students to explore new disciplines and make connections within and beyond their own fields of study.

The proposed **syllabus** must include the following items:

- A statement indicating the General Education category the course fulfills.
- The appropriate General Education objectives and outcomes for the category.
- A map of the assignment(s) to the objectives and outcomes.
- Instructions for the assignment(s) that meet the associated objectives and outcomes of the category. If the assignment instructions are not included in the syllabus, then the assignment instructions can be attached as a separate document. There should be at least one assignment per objective that meets all outcomes under that objective.

The completed **ARC form** must include:

- A checked box for General Education and the appropriate category entered.
- A list of all major and minor programs and/or school cores for which this course 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?
- 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.

Objectives and Outcomes for Value and Ethics

- Objective: Analyze ethical implications of the global distribution of power and resources.
 - Analyze the distributions of power and resources and their implications at the local, national, and international level.
 - Summarize ethical perspectives in understanding inequities in the distribution of power and resources.
- Objective: Question assumptions about individual and group identity.
 - Articulate the forces that have shaped conceptions of identity in the past and/or present.
 - Evaluate the forces that have shaped conceptions of identity in the past and/or present.
- Objective: Practice reflective inter/intra-personal skills.
 - Practice reflective inter-personal skills
 - Practice reflective intra-personal skills.
- Objective: Demonstrate logic and reasoning skills.

Values and Ethics Sample Assessment Grid

Objectives	Outcomes	Presentation	Midterm	Paper	Exam
Analyze ethical implications of the global distribution of power and resources.	Analyze the distributions of power and resources and their implications at the local, national, and international level.		X	X	
	Summarize ethical perspectives in understanding inequities in the distribution of power and resources.		X	X	
Question assumptions about individual and group identity.	Articulate the forces that have shaped conceptions of identity in the past and/or present.		X		X
	Evaluate the forces that have shaped conceptions of identity in the past and/or present.		X		X
Practice reflective inter/intra-personal skills.	Practice reflective inter-personal skills	X	X		
	Practice reflective intra-personal skills.	X	X		
Demonstrate logic and reasoning skills.	Demonstrate logic and reasoning skills	X	X	X	X