

## General Education Curriculum Map

Attributes:	Interdisciplinary	International	Experiential	Information Literacy	Communication Skills	Technology	Sustainability	Ethics
<b>Individual Courses</b>								
FYS			X	X	X (oral)	X		
CRWT (Possible New Name: WRIT )				X	X (written, WI)			
<b>Competencies (Menu of Courses)</b>								
Civics								X
Creative					X (written, WI)			
Inclusiveness							X	
Quantitative	X							
Scientific			X					
World		X						

## **Stand Alone Courses**

### **First Year Seminar (FYS)**

First Year Seminar provides students with a strong foundation for success in college and achievement

#### ***Possible Name Change: Writing 101 (CRWT)***

Students will develop the skills required to think and write critically about a variety of texts. Students will learn techniques for performing close reading and critical analysis of texts.

## **Competencies (Rows in Grid)**

### **Civic Literacy (CIV) with Ethics (ETH)**

Students will gain knowledge necessary to understand their role in society in both historical or contemporary contexts. Must include discussions of ethics.

**Definition:** How students come to understand their world and act as competent participants in democracy.

**Why It Matters:** Prepares students to be active, informed, and ethical individuals.

**Connection to current RCNJ GE program:** courses that fulfill this requirement will be similar to those offered in the Historical Perspectives, Values and Ethics, and Social Systems and Society categories.

### **Creative (CRE) with Communication (Writing Intensive)**

Students will explore subjects in the creative arts to gain knowledge about creativity and critical thinking. Must include written communication that fulfills the WI requirements.

**Definition:** Integrating imaginative thinking, expression, and activities across all art forms and subject areas.

**Why It Matters:** Imagination is crucial for driving progress and innovation, as it allows for thinking beyond current knowledge.

**Connection to current RCNJ GE program:** courses that fulfill this requirement will be similar to those found in the Culture and Creativity category as well as incorporating individual sections of Studies in Arts and Humanities.

**Inclusive (INCL) with Sustainability**

Students will examine how social identities and systems of power influence human experiences, and they will apply this understanding to promote inclusion of diverse perspectives across contexts.

**Definition:** Knowledge of social identity, social power, and diverse perspectives and ability to engage respectfully and effectively with others across differences to address inequity.

**Why It Matters:** Key to collaboration in a globalized world and for inclusive leadership.

**Connection to current RCNJ GE program:** courses that fulfill this requirement will be similar to topics currently covered in Social Science Inquiry.

**Quantitative (QUA) with Interdisciplinary**

Students will interpret and apply data. Must include real world interdisciplinary applications; using quantitative literacy to solve interdisciplinary problems.

**Definition:** Ability to interpret and analyze data, and apply quantitative reasoning in real-world contexts.

**Why It Matters:** Critical for decision-making in everything from personal finance to scientific interpretation.

**Connection to current RCNJ GE program:** courses that fulfill this requirement will be similar to those offered in the Quantitative Reasoning category, but could also include accounting and financial literacy.

**Scientific (SCI) with Experiential**

Students will understand the scientific method as well as scientific concepts and processes. Must include an experience that requires the student to use the scientific method to collect and analyze direct data from an experiment.

**Definition:** The ability to understand, evaluate, and apply scientific knowledge to engage with science-related issues, make informed decisions in personal and societal contexts, and participate in reasoned discourse about science.

**Why It Matters:** Basic proficiency in scientific literacy empowers people to make evidence-based decisions about their personal well-being and lifestyle, navigate misinformation, and engage with the world more effectively.

**Connection to current RCNJ GE program:** courses that fulfill this requirement will be similar to those offered in the Scientific Reasoning category.

### **World (WOR) with International**

Students will learn about a world that transcends boundaries and embraces cultural differences.

**Definition:** Engaging, understanding, and evaluating with the interconnected world from multiple cultural perspectives.

**Why It Matters:** Prepares students to be active and engaged in a global society by learning through different lenses.

**Connection to current RCNJ GE program:** courses that fulfill this requirement will be similar to those offered in the Global Awareness category, including foreign languages.

## **GE Program Attributes (Columns in Grid)<sup>1</sup>**

### **Communication Skills Literacy (COM)**

**Definition:** Introduction to written, oral, and digital communication tailored to diverse audiences and purposes.

**Why It Matters:** Essential for success in nearly every career and civic engagement.

### **Ethics (ETH)**

**Definition:** Reasoning about moral values and human conduct.

**Why It Matters:**

In thinking through ethics, we contemplate what we stand for, how we will treat others, and who we want to be.

### **Experiential (EXP)**

**Definition:** Experiential learning is a purposeful process of engaged, active learning in which the student constructs knowledge or skills, by means of direct experiences in real-world contexts.

**Why It Matters:** Experiential learning bridges the gap between abstract theory and practical application, making learning more relevant and impactful for students.

### **Information Literacy (INF0)**

**Definition:** Ability to evaluate evidence, analyze arguments, and distinguish credible sources from misinformation.

**Why It Matters:** Essential for navigating a world saturated with data, opinions, and disinformation.

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<sup>1</sup> Attributes are drawn from the Ramapo College Mission and Pillars and Middle States requirements. Definitions of these terms appear at the end of this document.

**Interdisciplinary (IND)**

**Definition:** Interdisciplinary education is the interaction, integration, or syntheses of knowledge and learning across disciplines.

**Why It Matters:** The modern world's complex problems rarely fit neatly into the boundaries of a single academic discipline.

**International (INTR)**

**Definition:** International understanding involves a comprehensive approach to learning that intentionally prepares students to be active and engaged participants in a world that transcends boundaries and embraces cultural differences.

**Why It Matters:** Studying issues from multiple cultural, social, and geographical perspectives challenges students' assumptions and personal biases, leading to more sophisticated critical thinking skills.

**Sustainability (SUST)**

**Definition:** Sustainability involves understanding how different groups relate to environments, and recognizing how benefits and harms are unevenly experienced within societies.

**Why It Matters:** Prepares students to address social and environmental challenges and promote long-term well-being.

**Technology (TECH)**

**Definition:** Competence in using digital tools and platforms, and understanding their implications.

**Why It Matters:** Technology underpins nearly every field, and fluency enables innovation and adaptability.

## **Definition of Terms (From RCNJ Strategic Plan)**

### **Community Involvement**

The collaboration between Ramapo College and its larger communities (local, regional/state, national, global) exists for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. Such community involvement may be characterized by the development of students' citizenship skills, the forging of effective partnerships, and the development of shared resources in support of the community and the College's curricular, extra-curricular, and operational needs.

### **Diversity**

Human diversity includes, but is not limited to age, ethnicity, race, gender, religion, physical or mental abilities and disabilities, socio-economic status, viewpoint differences (e.g., political), sexual orientation, gender identity, and national origin. In promoting and celebrating diversity, Ramapo College pledges to respect and value personal uniqueness and differences, to seek to attract diverse faculty, staff and students that reflect the changing demographics in the region and beyond, to seek and acknowledge common ground, to challenge stereotyping, and to promote sensitivity and inclusion.

### **Experiential**

Experiential learning is a purposeful process of engaged, active learning in which the student constructs knowledge, skills, or values by means of direct experiences in authentic, real-world contexts.

Experiential learning often includes the following components:

- Hands-on or minds-on engagement
- Facilitated, guided practice
- Multidimensional growth/development
- Reflection
- Application of theory/classroom knowledge
- Student learning goals, assessments, and documentation
- Service to a larger community

\*Experiential learning goes beyond the conventional "comfort zone" of college course activities such as reading texts, doing homework, writing papers, performing studio or lab work, etc.

Source: Provost's Pillars Task Force Report; 06-07  
[ww2.ramapo.edu/libfiles/Provost2/Experiential\\_report\\_0607.pdf](http://ww2.ramapo.edu/libfiles/Provost2/Experiential_report_0607.pdf)

## **Inclusion**

The active, intentional, and ongoing engagement with diversity—in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathetic understanding of the complex ways individuals interact within systems and institutions.

Source: AAC&U [http://www.aacu.org/compass/inclusive\\_excellence.cfm](http://www.aacu.org/compass/inclusive_excellence.cfm)

## **Intercultural Understanding/Competence**

Intercultural Understanding is both an approach and an outcome of the learning process. It promotes critical sensitivity to cultural differences among peoples within nations as well as across nations. This approach promotes equal value in all human life and prepares students for effective participation in a diverse and pluralistic community.

## **Interdisciplinary**

Interdisciplinary education is the interaction, integration, or syntheses of knowledge and learning across disciplines. This is accomplished at all levels of the college curriculum, from individual courses, to majors and minors, to school core requirements, to the General Education program.

Source: Adapted from Provost's Pillars Task Force Report; 06-07  
[www2.ramapo.edu/libfiles/Provost2/interdisciplinary%20final%20report%200607.pdf](http://www2.ramapo.edu/libfiles/Provost2/interdisciplinary%20final%20report%200607.pdf)

## **International Understanding**

International Understanding involves a comprehensive approach to learning that intentionally prepares students to be active and engaged participants in a world that transcends boundaries and embraces cultural differences.

International understanding may include any of the following:

- Concrete focus on international experiences and learning
- Competence in languages other than one's own, or extensive foreign language training
- Creating a multicultural community on-campus and off-campus
- Internationalizing the curriculum

## **Student Engagement**

Student engagement is the result of the time and effort students devote to activities empirically linked to the intended outcomes of college and what institutions do to both provide these activities and induce students to participate in them. Student engagement is characterized by critical examination, analysis, reflection, and problem solving.

## **Sustainability**

Sustainability is a holistic approach to ecological action, one that takes a balanced and ethical account of people (society), planet (ecology), and prosperity (economics), within the frame of intergenerational equity—that is to say, promoting a high quality of life for all without curtailing the ability of future generations to also enjoy a high quality of life.

## **Middle States Competencies**

A general education program “Offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field.”<sup>2</sup>

### **Centrality of the Student Experience: Guiding Principle 2**

“...institutions must offer a curriculum that is designed so that students acquire and demonstrate essential skills including”

- Written and Oral Communication
- Scientific and Quantitative Reasoning
- Critical Analysis and Reasoning
- Technological Competency
- Information Literacy

“Consistent with the institution’s mission, the general education program must also include the study of”

- Values, Ethics and Diverse Perspectives

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<sup>2</sup> Middle States Commission on Higher Education, “Standards for Accreditation and Requirements of Affiliation | Fourteenth Edition, Standard III, Design and Delivery of the Student Learning Experience,” <https://www.msche.org/standards/fourteenth-edition/>