

General Education Revision Frequently Asked Questions

Why is the General Education program being revised?

The revision aims to align the GE program with the RCNJ Mission and the Middle States Commission on Higher Education (MSCHE) accreditation requirements. The goal is to create a program that is inspirational, manageable, and equitable for all students—including transfers—and faculty.

What are the main goals of the proposed changes?

The goals of the GE revision include simplifying the program while increasing student flexibility and expanding program representation in the curriculum. The proposed program:

- **Simplifies** the GE program by reducing total overall courses to eight (32-33 credits), including two “stand alone courses” (FYS, CRWT). Students will now have more space in their schedule for minors and double-majors.
- **Expands** the GE program to include more disciplines through competency and attribute-based Student Learning Outcomes rather than disciplinary aligned categories.
- **Streamlines** the GE program by removing the “two out of three” school-based requirement of the current program that has caused confusion for students, and simplifies advisement for students, staff, and faculty.
- Provides **flexibility** by allowing students to take GE courses in almost any order that fits their scheduling needs, with the exception of FYS in their first semester and WI courses with CRWT 102 as a prerequisite.
- **Simplifies instruction** and assessment by reducing the number of student learning outcomes by approximately 50%, which makes the GE program more equitable for students and faculty by remedying the current wide variation in required SLOs by category.
- Courses will be at 100- or 200-level with no prerequisites outside of developmental courses and CRWT 102 for WI courses. 300- and 400-level language courses will still be eligible for inclusion in the GE program.

What is the structure for the proposed new GE curriculum?

The proposed program features eight total courses. Students will take **two "stand-alone" courses**—First-Year Seminar (FYS) and Critical Reading and Writing 102 (CRWT)—and six courses drawn from categories/competencies. **Most courses will be offered at the 100- or 200-level to ensure the program is accessible to all students.**

Will there be any prerequisites for GE courses?

To ensure equity and access, most courses will have **no prerequisites** except for two circumstances similar to the current program. CRWT 102 will continue to be a prerequisite for Writing Intensive courses and some students may have to complete developmental courses prior to taking some GE courses.

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How will this affect student majors and minors?

By reducing the total GE credit requirement, the new framework provides more space in student schedules for exploring **minors and double-majors**. Additionally, the new plan removes restrictions that GE categories could only draw from specific schools/majors.

Can students double-count GE courses?

Yes. Students will still be able to double-count **two** courses as in the current program.

Where will language courses fit in the GE Program?

GECCo is committed to having languages represented in the GE program. The current proposal has a world competency that will include languages. As the GE proposal may change in light of feedback, GECCo is committed to having a competency/category related to international or world that will include language classes.

Will my current GE course automatically be placed in the revised GE?

No. All faculty must submit new course proposals based on the revised competencies and attributes and newly drafted Student Learning Outcomes.

How will my current GE course fit in the revised program?

Civic Literacy (CIV) with Ethics (ETH): 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): courses that fulfill this requirement will be similar to those found in the *Culture and Creativity* category as well as some sections of *Studies in Arts and Humanities*.

Inclusive (INCL) with Sustainability: courses that fulfill this requirement will be similar to topics currently covered in *Social Science Inquiry*.

Quantitative (QUA) with Interdisciplinary: 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: courses that fulfill this requirement will be similar to those offered in the *Scientific Reasoning* category.

World (WOR) with International: courses that fulfill this requirement will be similar to those offered in the *Global Awareness* category, including foreign languages.

What will the GE course submission and application process look like?

GECCo is currently working in conjunction with ARC, the Provost's Office, and the Registrar to develop a plan that will accommodate the large number of expected submissions.

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When will the new program be implemented?

The current timeline targets **Fall 2027** for full program implementation.

What is the timeline?

Jan & Feb 2026: GECCo "Office Hours" (In-person & Virtual)

Feb 25, 2026: GE Faculty Forum (following Faculty Assembly)

March 11, 2026: Faculty Development Day Session

April 8, 2026: Final proposal to Faculty Assembly for vote

Fall 2026: GE course proposal submissions and review by GECCo

What has happened so far in the revision process?

In fall 2024, GECCo was officially charged with the revision; the Faculty Assembly (FA) approved the charge in December.

In spring and summer 2025, GECCo gathered faculty feedback via surveys, met with stakeholders (SGA, Registrar, Advisors), and developed program models during a summer retreat.

In fall 2025, a "Small Group" subcommittee of GECCo members developed a draft framework based on "literacies" (categories) and "attributes" (skills). This framework was presented to the Faculty Assembly on December 10, 2025.

How can I provide feedback on the proposed framework?

[A feedback form](#) has been available to faculty, staff, and students since **December 2025**. This form will remain active throughout the revision process. Additionally, GECCo will meet with Unit Councils throughout January and February 2026, hold feedback sessions after Faculty Assembly, and hold office hours to gather further input before the final vote.

Who is overseeing these recommendations?

Faculty Assembly charged GECCo with leading the GE revision process. The committee works in consultation with Faculty Assembly, the Provost's Office, and various campus partners like the Registrar and the Center for Student Success. GECCo approved a "small group" of committee members to draft and manage the GE revision process.

GECCo Membership: Chris Realí (Chair), Director of Critical Reading and Writing Hugh Sheehy, Director of First-Year Seminar, Peter Campbell, Director of Social Science Inquiry Category Leah Warner, Director of Studies in Arts and Humanities Monika Giacompe, Coordinator for Culture and Creativity Category Chris Realí, Coordinator for Global Awareness Category Atieh Babakhani, Coordinator for Historical Perspectives Category Tae Kwak, Coordinator for Quantitative Reasoning Category Matt Jobrek,

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Coordinator for Scientific Reasoning Category Carrie Miller, Coordinator for Systems, Sustainability, and Society Category, Coordinator for Values and Ethics Category Lisa Cassidy, At-large Representative Sarah Carberry, At-large Representative Desi Budeva, At-large Representative Tufan Ekici, At-large Representative Rebecca Leung

Small Group Members: Chris Reali, Mike Unger, Peter Campbell, Christina Connor, Leah Warner, Carrie Miller, Sarah Carberry (fall 2025)