

GE Program Proposal - April 1, 2026

To: Faculty Assembly
From: General Education Curriculum Committee (GECCo)
Subject: Update on the RCNJ GE Program Revision
Date: April 1, 2026

In fall 2024, the Provost and Faculty Assembly President charged GECCo with reviewing and revising the RCNJ General Education program. The Faculty Assembly voted to approve this charge on December 11, 2024. GECCo's guiding principles include having a General Education program that:

- Reflects the RCNJ Mission.
- Incorporates competencies that align with and strengthen RCNJ's liberal arts mission. This provides students necessary knowledge and skills and opens the GE curriculum to more programs.
- It is viewed through the lens of students including four-year as well as transfers from county colleges and other institutions.
- Is inspirational, important and manageable to students, faculty and staff.
- Meets Middle States Commission on Higher Education's (MSCHE) accreditation

GECCo has solicited feedback in multiple forums (e.g., FA, Faculty Forums, surveys, SGA, CSS & advisement) from a variety of stakeholders (e.g., faculty, staff and students), and revised the proposal several ways in advance of the April 8 FA vote on the GE program proposal. Following a successful vote, the implementation process will be extended to fall 2028 to ensure that academic programs and instructors can consider General Education offerings in light of CAP.

Overview of Changes Since December 2025 Report

- Implementation is now Fall 2028. This has several advantages:
 - Allows programs to sequence upcoming curricular changes related to the CAP and revised GE program.
 - Provides convening groups and faculty adequate time to develop GE course proposals in light of program changes.
 - Gives convening groups, GECCo, WAC, ARC, the Provost and Registrar's Office adequate time to consider program changes and course proposals.
 - Permits time to work with Enrollment Management and Student Success (advisement and transfer offices) on updating GE-related articulation agreements and transferring courses from other institutions.
- Written Communication
 - Removed Writing Intensive Designation from the Creative Category
 - CRWT 102 will change from Writing Intensive (WI) to a Written Communication (WC) Instruction, which is more in line with first year student needs.
 - A second writing WC requirement will focus on mid-level writing. The specific details will be developed in consultation with WAC and other stakeholders during the implementation phase.
 - GECCo recommends placing the second WC touch point as either "floating" or in Civics.
- Revised attributes, category names and descriptions based on faculty feedback

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- Added "Critical Analysis" attribute
- Replaced the term competency with category
- Global instead of World
- Incorporated faculty comments on the definition of Sustainability
- GECCo Drafted Student Learning Outcomes
 - Draft SLOs available on GECCo Website

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Program Overview as a list and curriculum map is below.

- **Two Stand Alone Courses**
 - INTD 101: First Year Seminar
 - CRWT 102: Critical Reading and Writing
- **Six Categories of Courses**
 - Civics
 - Creative
 - Global
 - Inclusive
 - Quantitative
 - Scientific
- **Assessable Attributes**
 - Information Literacy
 - Communication Skills (oral and written)
 - Ethics
 - Experiential
 - Sustainability
 - Interdisciplinary
 - Critical Analysis
 - International
- **Course/Category Pairings with Assessable Attributes**
 - FYS: Experiential, Information Literacy, Communication Skills (oral), Technology
 - CRWT 102: Information Literacy, Communication Skills (written)
 - Civics: Ethics
 - Creative: Experiential
 - Global: International
 - Inclusive: Sustainability
 - Quantitative: Interdisciplinary
 - Scientific: Critical Analysis

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GE Curriculum Map

	Interdisciplinary	International	Experiential	Information Literacy	Communication skills*	Technology	Sustainability	Ethics	Critical Analysis
Individual Courses									
FYS			X	X	X (oral)	X			
CRWT 102				X	X (written)				
Categories (Menu of Courses)									
Civics					GECCo recommends placing the second WC touch point as either “floating” or in Civics.			X	
Inclusiveness							X		
Creative			X						
Quantitative	X								
Scientific									X
Global		X							

The titles of the columns and category names derived from either the RCNJ mission, Middle States Commission on Higher Education (MSCHE) or both.

*Students are required to complete two courses that meet the “Written Communication (WC)” requirement. CRWT 102 will focus on writing instruction and a second writing WC requirement will focus on mid-level writing. The specific details will be developed during the implementation phase.

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INTD 101: First Year Seminar (FYS)

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

- **Experiential:** 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 Experiential Matters:** Experiential learning bridges the gap between abstract theory and practical application, making learning more relevant and impactful for students.
- **Information Literacy:** Ability to evaluate evidence, analyze arguments, and distinguish credible sources from misinformation.
 - **Why Information Literacy Matters:** Essential for navigating a world saturated with data, opinions, and disinformation.
- **Communication Skills:** Introduction to written, oral, and digital communication tailored to diverse audiences and purposes.
 - **Why Communication Matters:** Essential for success in nearly every career and civic engagement.
- **Technology:** Competence in using digital tools and platforms, and understanding their implications.
 - **Why Technology Matters:** Technology underpins nearly every field, and fluency enables innovation and adaptability.

CRWT 102: Critical Reading and Writing (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.

- **Communication Skills:** Introduction to written, oral, and digital communication tailored to diverse audiences and purposes.
 - **Why Communication Matters:** Essential for success in nearly every career and civic engagement.
- **Information Literacy:** Ability to evaluate evidence, analyze arguments, and distinguish credible sources from misinformation.
 - **Why Information Literacy Matters:** Essential for navigating a world saturated with data, opinions, and disinformation.

Six Categories of Courses

Civics with Ethics attribute

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

- **Civic:** How students come to understand their world and act as competent participants in democracy.
 - **Why Civic Literacy Matters:** Prepares students to be active, informed, and ethical individuals.
- **Ethics:** Reasoning about moral values and human conduct.

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- **Why Ethics Matters:** In thinking through ethics, we contemplate what we stand for, how we will treat others, and who we want to be.

Creative with Experiential attribute

Students will explore subjects in the creative arts to gain knowledge about creativity and critical analysis.

- **Creative:** Integrating imaginative thinking, expression, and activities across all art forms and subject areas.
 - **Why Creative Matters:** Imagination is crucial for driving progress and innovation, as it allows for thinking beyond current knowledge.
- **Experiential:** 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 Experiential Matters:** Experiential learning bridges the gap between abstract theory and practical application, making learning more relevant and impactful for students.

Inclusive with Sustainability attribute

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.

- **Inclusive:** Knowledge of social identity, social power, and diverse perspectives and ability to engage respectfully and effectively with others across differences to address inequity.
 - **Why Inclusive Matters:** Key to collaboration in a globalized world and for inclusive leadership.
- **Sustainability:** Sustainability is defined, in part, as humanity meeting the needs of the present without compromising ecological systems and the ability of future generations to meet their own needs. In practice, this involves understanding how different groups relate to environments, and recognizing how benefits and harms are unevenly experienced within and across societies.
 - **Why Sustainability Matters:** Prepares students to address social and environmental challenges and promote long-term well-being.

Quantitative with Interdisciplinary attribute

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

- **Quantitative:** Ability to interpret and analyze data, and apply quantitative reasoning in real-world contexts.
 - **Why Quantitative Matters:** Critical for decision-making in everything from personal finance to scientific interpretation.
- **Interdisciplinary:** Interdisciplinary education is the interaction, integration, or syntheses of knowledge and learning across disciplines.

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

Scientific with Critical Analysis attribute

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.

- **Scientific:** 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 Scientific 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.
- **Critical Analysis:** Objectively examining a subject to understand its components, assumptions, and implications, then forming a reasoned judgment or argument about its effectiveness, value, or meaning.
 - **Why Critical Analysis Matters:** Critical analysis allows students to move beyond a simple summary of a text, idea, or event to questioning how and why these things work.

Global with International attribute

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

- **Global:** Engaging, understanding, and evaluating with the interconnected world from multiple cultural perspectives.
 - **Why Global Matters:** Prepares students to be active and engaged in a global society by learning through different lenses.
- **International:** International understanding involves a comprehensive approach to learning that intentionally prepares students to be active and engaged participants in a world that embraces cultural differences.
 - **Why International Matters:** Studying issues from multiple cultural, social, and geographical perspectives challenges students' assumptions and personal biases, leading to more sophisticated critical analysis skills.