PROGRESS TO DATE

• **Spring 2014**
  • Presented revised SLO’s drawn from surveys and meetings
  • current draft available at: [http://www.ramapo.edu/task-force-2/](http://www.ramapo.edu/task-force-2/)

• **September/October 2014**
  • Meeting weekly
  • Held extensive focus groups to solicit feedback from wide range of groups directly invested in implementing curriculum

• **November 2014**
  • Working draft finalized
  • Brought to GECCo for consultation and feedback
  • Draft of program structure

• **Spring 2015**
  • A revised final draft will be ready for the February 2015 meeting of the Faculty Assembly
THE ARCH
A SYMBOL AND A TRADITION
A MODEL FOR THE RAMAPO EDUCATION
THE RAMAPO ARCH

• **A GENERAL EDUCATION CURRICULUM** functions optimally within an integrated, coherent educational plan which all students complete to earn a degree

• **THE ARCH** is the 4-year experience supported by **KEYSTONE COURSES** and form a common academic experience for all Ramapo students
THE RAMAPO ARCH

keystone courses

complementary programs

international experiential

major minor concentrations

service learning study abroad languages certificates co-op/internships
KEYSTONE COURSES

• The **KEYSTONE** of an arch supports its columns

• **KEYSTONE COURSES**, like their namesake, give the **ARCH** its strength

• A limited number of **GRADUATION REQUIREMENTS** beyond the keystone courses fold transfer students into a complete Ramapo education alongside their natively matriculated peers (i.e. Writing Intensive etc)
THE COLUMNS OF THE ARCH

• **THE MAJOR PROGRAMS** (major, minor, concentration,) and **THE COMPLEMENTARY PROGRAMS** (study abroad, co-ops, service learning, internships, etc.) form the **two columns** of the Arch.
THE ARCH FOUR YEAR EXPERIENCE

YEAR ONE
- KEYSTONE COURSES
  - course 1
  - course 2
  - course 3
  - course 4

- SERVICE LEARNING & LANGUAGE PROFICIENCY

YEAR TWO
- MID-CAREER REFLECTION
- CLUSTER OR MINOR
  - themed course 1
  - themed course 2
  - themed course 3
  - part of minor course 4
  - part of minor course 5

YEAR THREE
- INTERNSHIP - COOP - STUDY ABROAD - FIELD WORK

YEAR FOUR
- SENIOR PROJECT & PRESENTATION
REFLECTION, EXPERIENCE, DEMONSTRATION OF LEARNING

• MID-CAREER EXPERIENCE
  • Could be fulfilled by a course, workshops, or other activity
  • Developed and offered by each school
  • Provides a touchstone for students to assess their choices and prepare for graduation & beyond

• SENIOR PROJECT
  • Builds on existing school programs - perhaps embedded in major capstones
  • As a graduation requirement, all Ramapo students present their work in a public forum
ENCOURAGING MINORS & OFFERING A DIVERSE SETS OF SKILLS AND KNOWLEDGE

• THEMED COURSE SEQUENCES or MINORS
  • Complementing *keystone* courses
  • Students would take a group of interlinked courses organized to emphasize interdisciplinarity
THE RAMAPO ARCH

keystone courses

major minor concentrations

international interdisciplinary intercultural experiential

complementary programs

service learning study abroad languages certificates co-op/internships
TASK FORCE MEMBERS

• Ed Shannon, Chair (SSHGS)
• Christina Connor (LIB)
• Carol Bowman (SSHS)
• Jackie Skrzynski (CA)
• Alex Olbrecht (ASB)
• Larry D’Antonio (TAS)
• Paula Straile-Costa (DAC)
• Seth Cluett (GECCo)
• Eric Daffron (Vice-Provost)
• Thierry Rakotobe-Joel (ARC)
• Bryan Potts (Student rep)
NEXT STEPS

• January 2015: GE Taskforce II presents the proposed final GE curriculum to the faculty at the Faculty Assembly conference and revises the curriculum as necessary in response to feedback

• February 2015: GE Taskforce II presents the (revised) proposed final GE curriculum to the faculty at the Faculty Assembly meeting

• March 2015: ARC votes on the curriculum

• April 2015: ARC presents the curriculum to the faculty for a vote at the Faculty Assembly meeting

• May 2015: Should difficulties arise at the April meeting, the faculty may need to vote again on the curriculum at the Faculty Assembly conference