A symbol, a tradition & model for the Ramapo education
The Ramapo Arch

keystone courses

MAJOR PROGRAM

INTERNATIONAL INTERDISCIPLINARY INTERCULTURAL EXPERIENTIAL

major minor concentrations

COMPONENT PROGRAMS

service learning study abroad languages certificates co-op/internships
Points for clarification…

• International /Intercultural
  • Intent of GE survey was not to indicate the removal of these Pillars, but to ask *how* best to deliver and *where* to place them
  • GECCo data shows the current categories, “International Issues” & “Intercultural North America” are problematic
    • Too many choices
    • Insufficient oversight which leads to varying experiences by students

• Diversity
  • Again, the intent of the survey was to seek the wisdom of the faculty as to how best to emphasize diversity
Respondents

- Total number: 54

- Breakdown by school:
  - ASB – 4
  - CA – 15
  - SSHGS – 14
  - SSHS – 6
  - TAS – 10
  - Other – 3

- Question: Do you teach one or more of the core GE courses:
  - No – 43%
  - Yes, intermittently – 39%
  - Yes, every semester – 18%
What we asked

• Five main categories
  • Keystone Courses
  • Mid-Career Reflection
  • Experiential Learning Opportunities
  • Senior Presentation
  • Cluster/Minor
General Comments

• Keystone Courses
  • Most responses lean toward a more manageable list of choices for better oversight and connectivity to outcomes

• Regarding current program
  • Faculty seemed ready to engage in the revision of current list of core Gen Ed classes
    • Received most feedback on First Year Seminar
Outcomes for Keystone Courses

• Most popular responses
  • **Highest:**
    • Demonstrate logic and reasoning skills.
    • Write and speak effectively in scholarly and creative contexts.
    • Critically interpret history and society.
    • Develop the skills necessary to locate, evaluate, and employ information.
    • Apply methods of scientific inquiry effectively.
Outcomes for Keystone Courses

- **High (close second):**
  - Critically interpret the products of culture and creative expression.
  - Question assumptions about individual and group identity.
  - Analyze ethical implications of the global distribution of power and resources.
  - Demonstrate curiosity and initiative to independently pursue knowledge, skills, and experience.
  - Demonstrate skill in a language other than English, while also gaining an understanding of other cultures.
Outcomes for Mid-Career Reflection

• Most popular responses
  • **Highest:**
    • Write and speak effectively in scholarly and creative contexts.
    • Demonstrate curiosity and initiative to independently pursue knowledge, skills, and experience.
  • **High (close second):**
    • Critically interpret history and society.
    • Demonstrate logic and reasoning skills.
    • Develop the skills necessary to locate, evaluate, and employ information effectively.
    • Practice reflective inter/intra-personal skills.
Outcomes for Experiential Learning

• Most popular responses
  • **Highest:**
    • Engage cooperatively and compassionately with diverse communities locally, nationally and globally.
Outcomes for Experiential Learning (cont’d)

• **High (close second):**
  - Critically interpret the products of culture and creative expression.
  - Write and speak effectively in scholarly and creative contexts.
  - Apply disciplinary and interdisciplinary knowledge and skills to address complex problems.
  - Practice reflective inter/intra-personal skills.
  - Demonstrate curiosity and initiative to independently pursue knowledge, skills, and experience.
  - Analyze ethical implications of the global distribution of power and resources.
  - Question assumptions about individual and group identity.
  - Demonstrate skill in a language other than English, while also gaining an understanding of other cultures.
Outcomes for Senior Presentations

• Most popular responses
  • Highest:
    • Write and speak effectively in scholarly and creative contexts.
Outcomes for Senior Presentations (cont’d)

• **High (close second):**
  • Critically interpret the products of culture and creative expression.
  • Demonstrate logic and reasoning skills.
  • Develop the skills necessary to locate, evaluate, and employ information effectively.
  • Use traditional and emerging technologies appropriately and competently.
  • Apply disciplinary and interdisciplinary knowledge and skills to address complex problems.
  • Demonstrate curiosity and initiative to independently pursue knowledge, skills, and experience.
Outcomes for Cluster/Minor

• Most popular responses
  • **Highest:**
    • Apply disciplinary and interdisciplinary knowledge and skills to address complex problems.
    • Demonstrate curiosity and initiative to independently pursue knowledge, skills, and experience.
Next Steps

• Tentative timeline for Spring 2015
  • March 11: FA meeting—present draft of complete General Education curriculum
  • April 8: FA meeting—respond to faculty feedback, revise as necessary, present final draft, General Education curriculum
  • April/May: present to ARC
  • May: final Faculty Assembly vote

• At the same time:
  • Continue meeting with key stakeholders
  • Survey the students
    • Especially juniors & seniors…seek feedback their experience in General Education
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)