



THE
ARCH

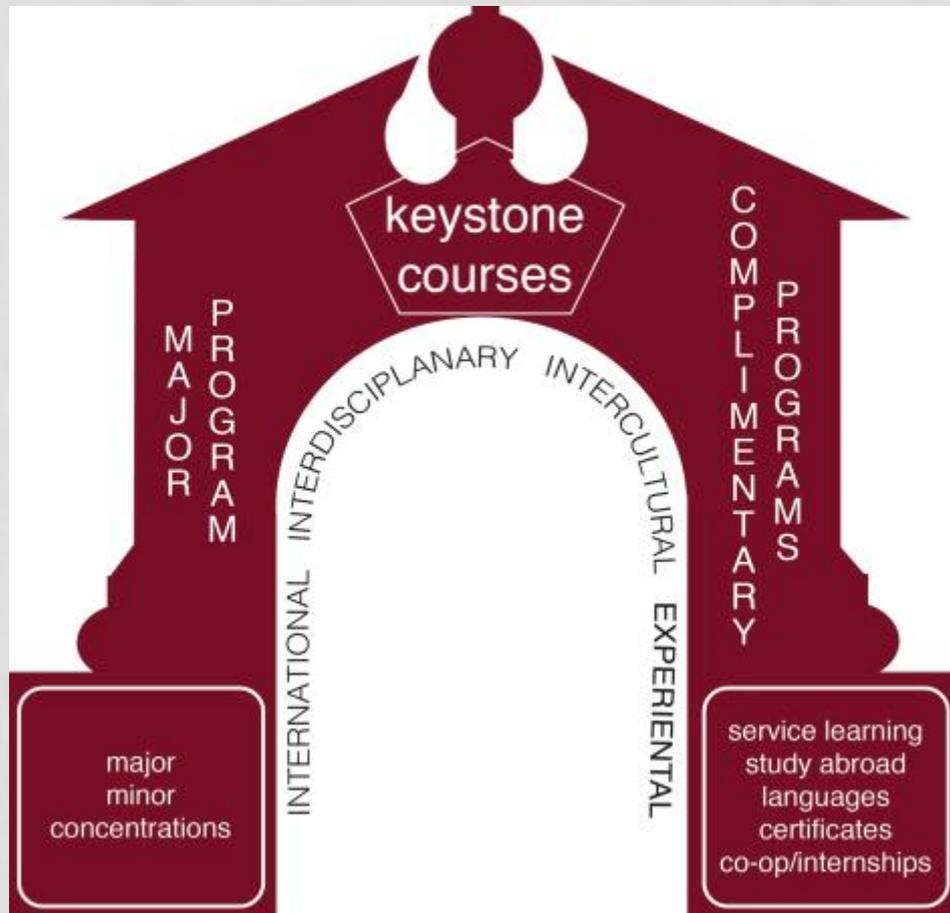
A SYMBOL AND A TRADITION



A MODEL FOR THE RAMAPO EDUCATION

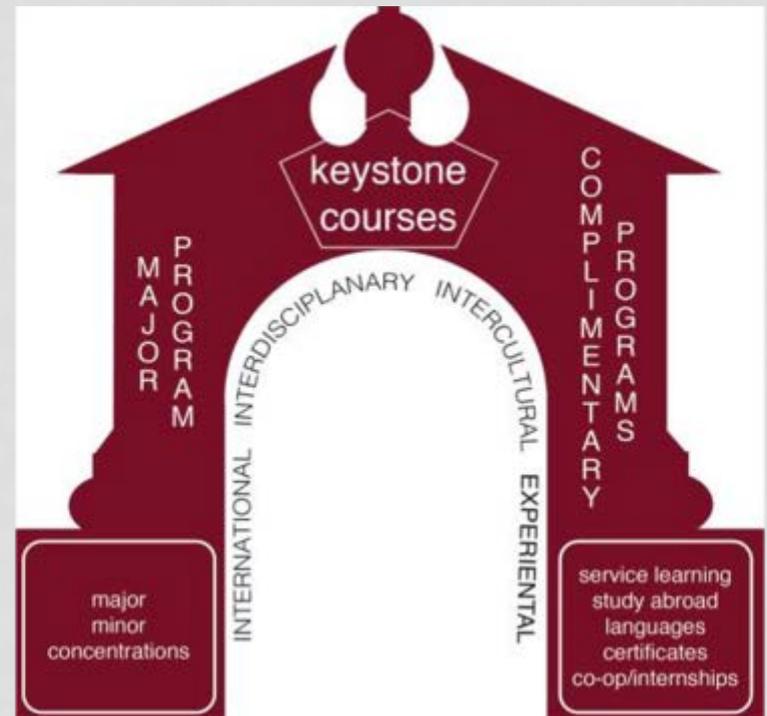


THE RAMAPO ARCH

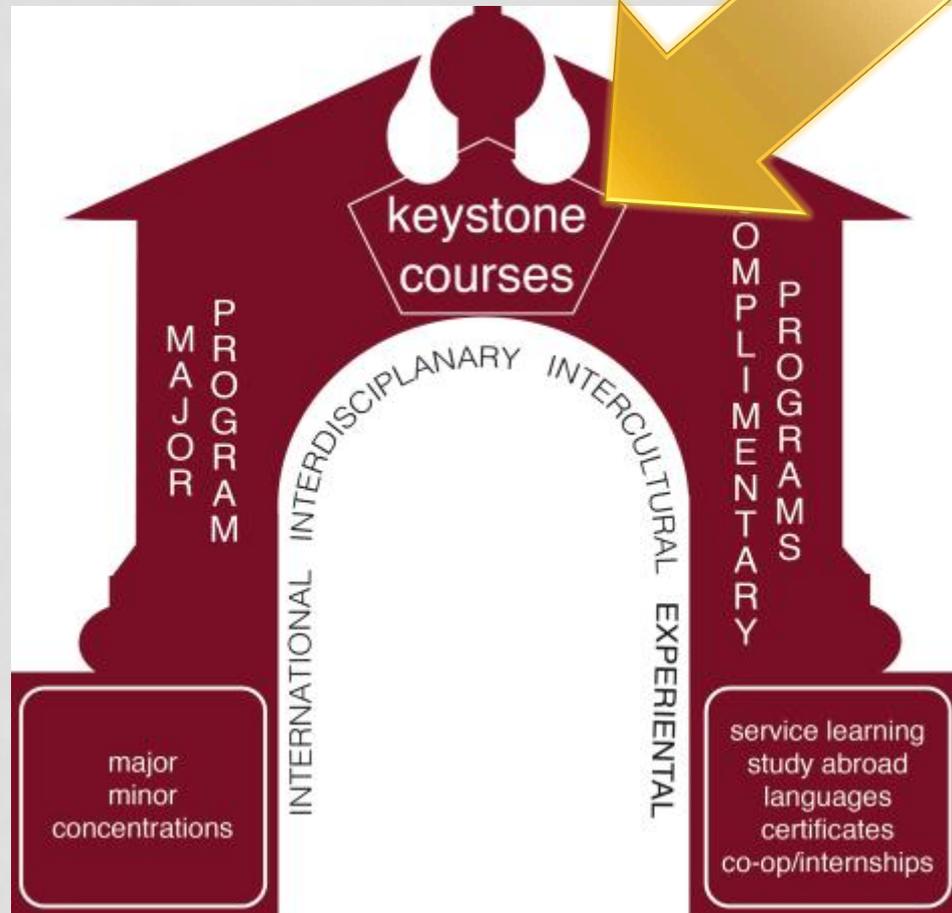


THE RAMAPO ARCH PROGRAM

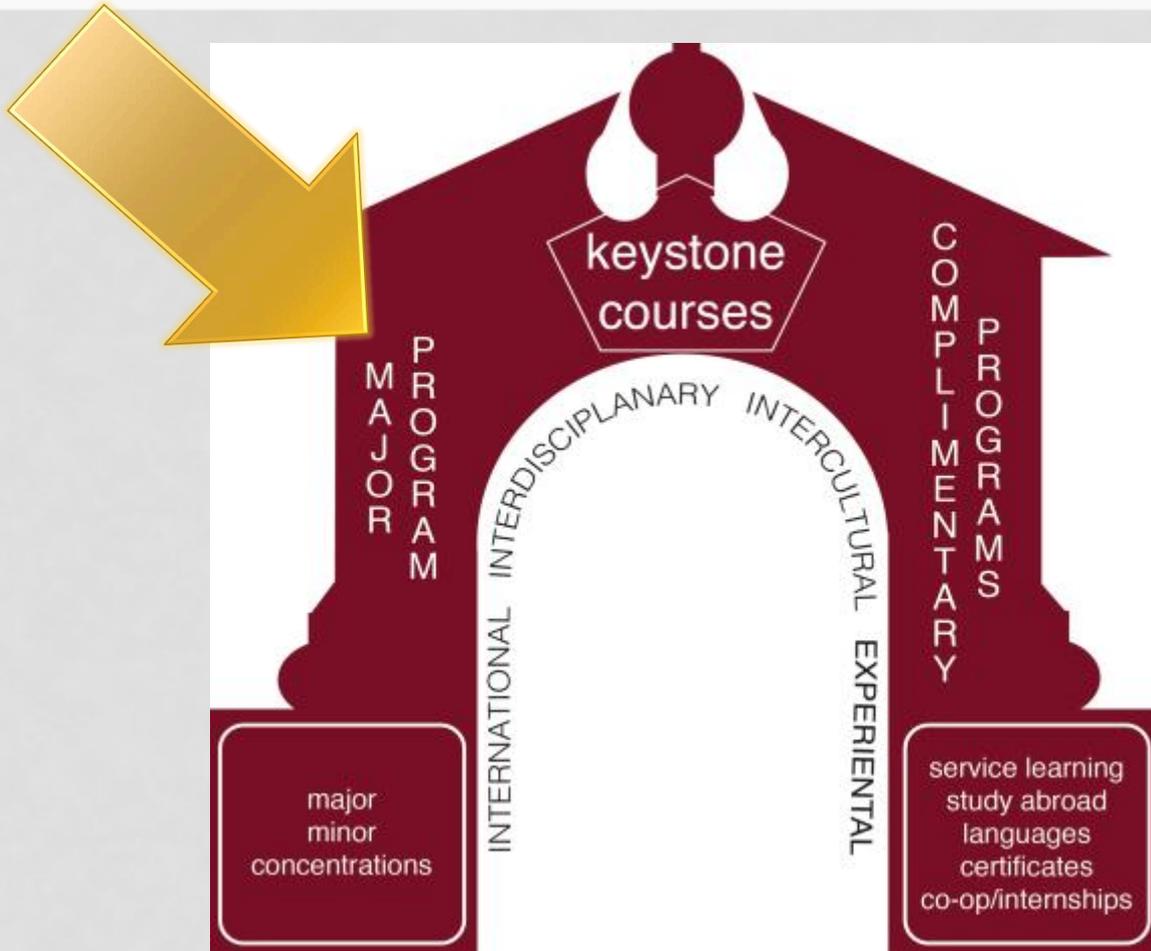
- **GE** functions optimally within an **integrated, coherent plan** all students complete to earn a degree
- **THE ARCH** 4-year experience forms a common academic experience for all Ramapo students
- **Community, Engagement, and Citizenship** as recurring themes



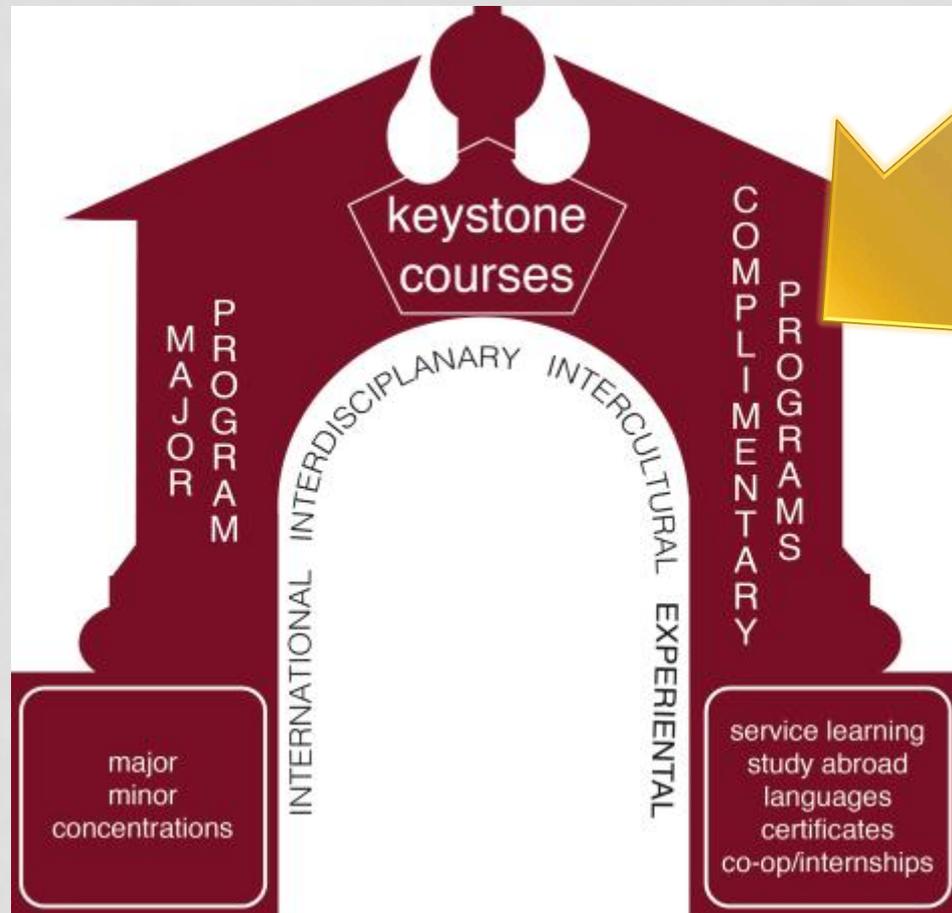
THE RAMAPO ARCH



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THE RAMAPO ARCH



THE RAMAPO ARCH



KEYSTONE COURSES

- **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

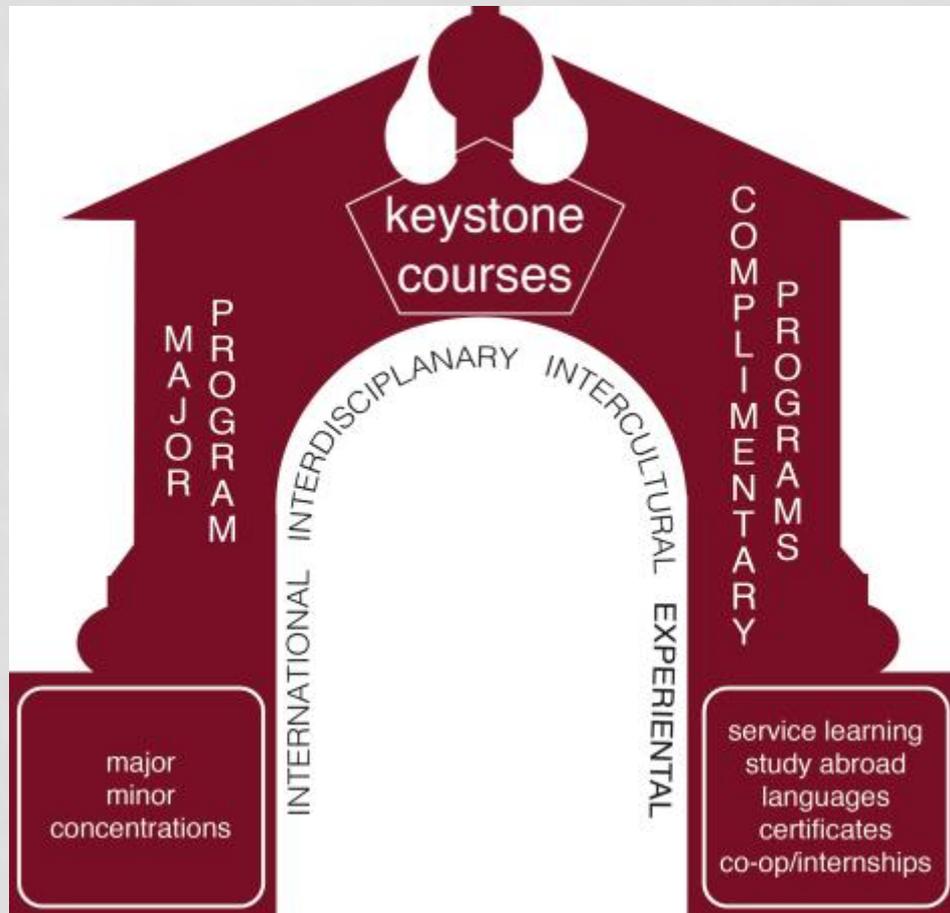


THE COLUMNS OF THE ARCH

- **MAJOR PROGRAMS** (major, minor, concentration,) and **COMPLIMENTARY PROGRAMS** (study abroad, co-ops, service learning, internships, etc.) form the **two columns** of the Arch



THE RAMAPO ARCH



THE ARCH FOUR YEAR EXPERIENCE

YEAR ONE

YEAR TWO

YEAR THREE

YEAR FOUR

KEYSTONE COURSES

First Year Seminar

Social Science Inquiry

Critical Reading and Writing

Language and Culture

Topics in the Arts and Humanities

Math

History

Science

CLUSTER OR MINOR

themed course 1

themed course 2

themed course 3

part of minor course 4

part of minor course 5

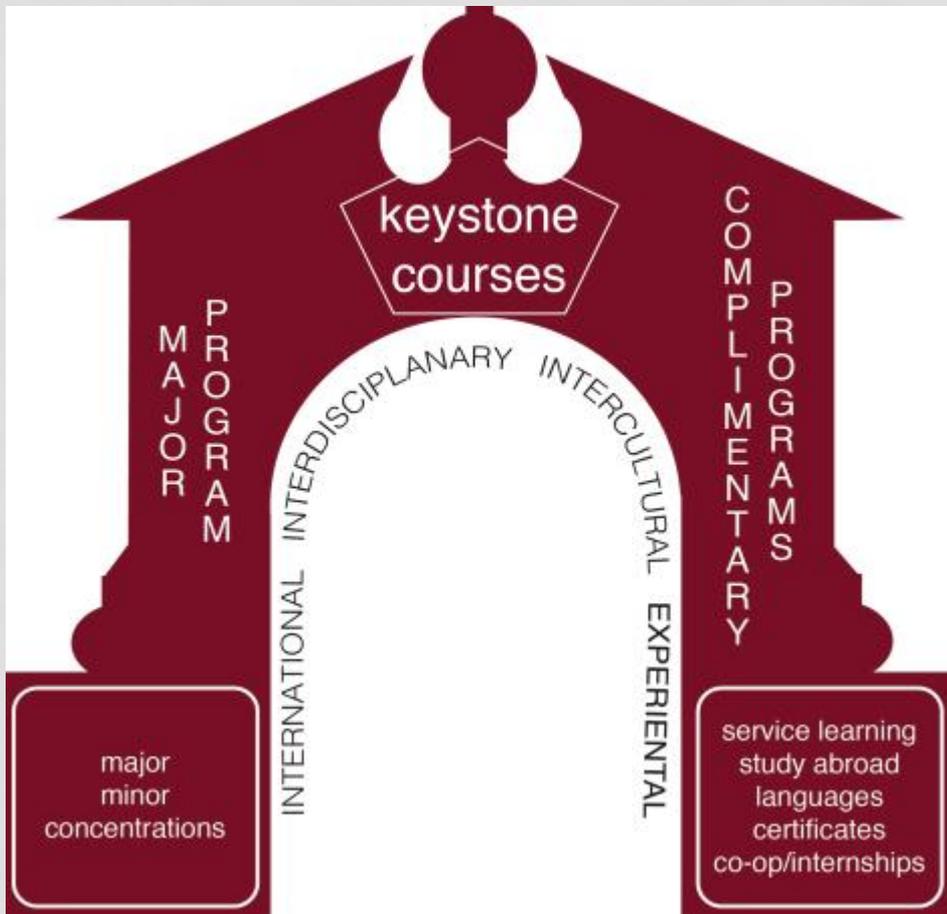
MID-CAREER REFLECTION

SENIOR PROJECT & PRESENTATION

SERVICE LEARNING

INTERNSHIP - COOP - STUDY ABROAD - FIELD WORK

THE RAMAPO ARCH I: KEYSTONE COURSES



- I. **Required Keystone courses (8 courses)**
- II. Mid-career Experience
- III. Experiential Component
- IV. Clusters/ Constellations (3 courses)
- V. Senior Presentation

KEYSTONE COURSE 1: INTD 101 FIRST YEAR SEMINAR

- **SUGGESTED CHANGES:**

- **Remove FYS from WI;** Most students take FYS and CRWT in same semester.
- **Replace WI slot with another Keystone course**—one that follows CRWT, creating a progressive WI.
- **Link FYS to experiential/out of class learning component** focused on campus citizenship, perhaps in partnership with SGA.
- FYS, CRWT and Readings coordinators will work with librarians to create an **integrated information literacy component** addressing specific goals in each course. This will allow for more focused instruction.



INTD 101 FIRST YEAR SEMINAR

- **GOALS:**
- Write (**and speak**) effectively in scholarly and creative contexts.
 - *(We recommend specifying: 1. “Introductory level” oral skills.)*
- Develop the skills necessary to locate, evaluate, and employ information effectively.
 - *(Information Literacy workshops developed with the faculty of FYS, CRWT, and RIH.)*
- Engage cooperatively and compassionately with diverse communities locally, nationally and globally.
- Question assumptions about individual and group identity.



KEYSTONE COURSE 2: CRWT 102

CRITICAL READING & WRITING

- **NOTES AND SUGGESTED CHANGES:**

- Continue current process: test students and place them into the appropriate level. Students not ready for CRWT 102 are placed in 101 or 080 or 090.
- CRWT's coordinator is considering changing the course title to include "*Critical Thinking*" to emphasize that the course is more than a skills experience and to reflect new goals.
- The integrated information literacy component will address specific goals and develops information taught in FYS.
- **Remains WI.**



CRWT 102 CRITICAL READING WRITING

- **GOALS:**

- Demonstrate logic and reasoning skills.
- Write and speak effectively in scholarly and creative contexts.
 - *(If oral effectiveness is a goal here, it needs to be considered in consultation with CRWT faculty & coordinator. “Oral skills” could specify conversation, class discussion, etc. We recommend specifying narrow objectives in the Keystones.)*
- Develop the skills necessary to locate, evaluate, and employ information effectively.



KEYSTONE COURSE 3: AIID 201

READINGS IN THE ARTS & HUMANITIES

- **NOTES AND SUGGESTED CHANGES:**

- Rename course, emphasizing need for more focus on the arts in our Keystone curriculum. Current description need not need to be revised (next slide). This course must be interdisciplinary, international, and intercultural.
- **Remains WI.**



AIID 201 READINGS IN THE ARTS & HUMANITIES

- **Current Description:** Readings in the Humanities [. . .] provides students with an introduction to key texts, concepts, and artifacts from different fields in the humanities. (**These could include, for instance history, literature, philosophy, music, art history, and others.**) Each section of the course covers a range of different cultures, and at least four different periods in human history, which can range from the ancient world to contemporary works [. . .].



AIID 201 READINGS IN THE ARTS & HUMANITIES

- **NOTES AND SUGGESTED CHANGES:**

- Link Readings in the Arts and Humanities (RIAH) to an **experiential/out of class learning** component focused on campus citizenship, students' second step into the *Experiential Component* of the Arch Program.
- RIAH builds on FYS experiential work, addressing intersection between citizenship, community, and culture. This is students' second step into the ***Experiential Component*** of the Arch Program.
- One model is Elmira College's "[Encore](#)" Program. There, students earn credit for attending and responding to theater events. We would expand to include Readings at Ramapo, art gallery events, music, etc.



AIID 201 READINGS IN THE ARTS & HUMANITIES

- **NOTES AND SUGGESTED CHANGES:**

- Perhaps link RIAH (via pre-requisites or co-requisites) with History course. Such a connection might be further emphasizing the change over time of arts, humanities, and culture. We recognize that this might not be possible, but we would like to explore the possibility.
- The integrated information literacy component will address specific goals and develops information taught in CRWT.



AIID 201 READINGS IN THE ARTS & HUMANITIES

- **Goals:**
- Write and speak effectively in scholarly and creative contexts.
- Critically interpret the products of culture and creative expression.
- Apply disciplinary and interdisciplinary knowledge and skills to address complex problems.
- Question assumptions about individual and group identity.
- Develop the skills necessary to locate, evaluate, and employ information effectively.



KEYSTONE COURSE 4: ONE HISTORY COURSE

- **NOTES AND SUGGESTED CHANGES:**
- Currently 4 courses may fulfill this requirement:
 - World Civilization I or II; US History I or II.
- We recommend that whatever content the course covers, it focus on **Historiography** over specific content, asking students to think critically.
- **If FYS is no longer WI, History *might* replace it.**
- Course perhaps linked with Readings in the Arts and Humanities (see earlier slide).



ONE HISTORY COURSE

- **Goals:**
- Critically interpret history and society.
- Analyze ethical implications of the global distribution of power and resources.
- Question assumptions about individual and group identity.
- **(if in WI)** Write and speak effectively in scholarly and creative contexts.
 - *(again, if oral effectiveness is a goal here, it needs to be considered in consultation with HIST faculty.)*



KEYSTONE COURSE 5: ONE LANGUAGE & CULTURE COURSE (NEW COURSE)

- **NOTES:**
- Test students and place them into the appropriate level.
- Students already fluent (or at very high proficiency) in a language other than English exempted.
 - (Appropriate test/ level to be determined).
- Language instruction **must include emphasis** on understanding other cultures.



ONE LANGUAGE & CULTURE COURSE

- **Goals:**
- Demonstrate skill in a language other than English, while also gaining an understanding of other cultures.
- Critically interpret the products of culture and creative expression.
- Write and **speak** effectively in scholarly and creative contexts.
 - *(Specifically, these courses would focus on conversation skills.)*



KEYSTONE COURSE 6: SOCIAL SCIENCE INQUIRY (NEW COURSE)

- **A new, distinct course.**
- **NOTES:**
 - Course specifically addresses diversity and international / intercultural matters.
- For purposes of inclusion and intellectual diversity, we consciously seek to tap into several *contributing* bodies, as with Readings in the Arts and Humanities:
 - ASB (economics)
 - SSHS (sociology, law & society, etc.)
 - SSHGS (anthropology, political science, international studies, etc.)
 - CA (Global Communications)



SOCIAL SCIENCE INQUIRY

- **NOTES:**

- We recommend a coordinator with reassign time (as with CRWT, RIAH, FYS).
- The creation of a single inclusive course description (as with RIAH).
- The course **need not be interdisciplinary**, but allow for **either** interdisciplinary or disciplinary approach: a description that would invite any of the various schools & disciplines involved.
- Course would include a **required** quantitative component, which could include financial literacy, etc.
- **If FYS is removed from WI, perhaps this course could be WI.**



SOCIAL SCIENCE INQUIRY

- **NOTES:**

- Sections of the course could be linked to sections of FYS.
- If scheduled efficiently, spring semester could end with “First Year Conference” where students present work developed between FYS and Social Science Inquiry.



SOCIAL SCIENCE INQUIRY

- **Goals:**
- Analyze ethical implications of the global distribution of power and resources.
- Question assumptions about individual and group identity.
- Critically interpret history and society.
- Apply mathematical concepts effectively.



KEYSTONE COURSE 7: MATHEMATICS

- **Notes and Suggested Changes:**
- As with CRWT, we retain the placement sequencing.
- In addition to skills components of math Keystone, each course should include an **experiential assignment/activity** in which students apply mathematics to a real life situation in their community (Ramapo or local).
- The mathematics convening group should consider the current math GE offerings in order to determine if they are sufficiently diverse for our students.



KEYSTONE COURSE 7: MATHEMATICS

- **Goals:**
- Apply mathematical concepts effectively.
- Demonstrate logic and reasoning skills.
- Engage cooperatively and compassionately with diverse communities locally, nationally and globally.



KEYSTONE COURSE 8: SCIENCE

- **Notes and Suggested Changes:**
- Each course intended for this requirement should deepen students' understanding of the **methods of science** and to understand the application of science to a broad array of issues **relevant to the world that the student will experience.**



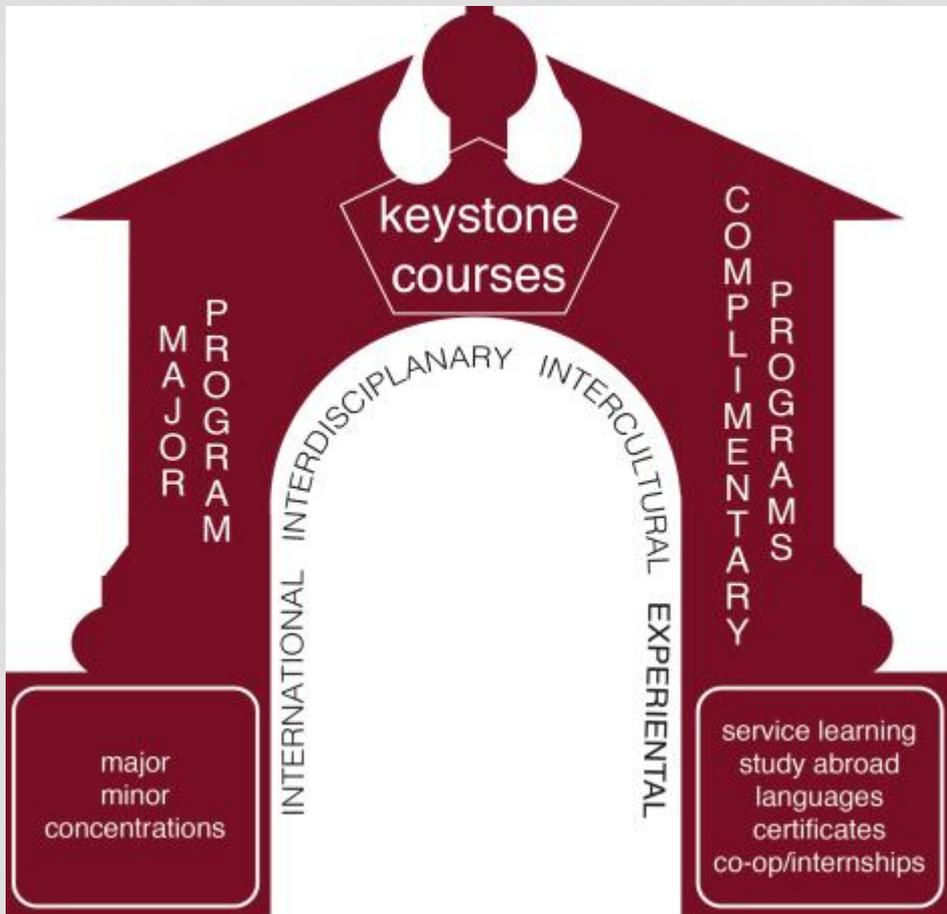
KEYSTONE COURSE 8: SCIENCE

- **Goals:**

- Apply methods of scientific inquiry effectively.
- Develop the skills necessary to locate, evaluate, and employ information effectively.
- Use traditional and emerging technologies appropriately and competently.
- Demonstrate logic and reasoning skills.
- Engage cooperatively and compassionately with diverse communities locally, nationally and globally.



THE RAMAPO ARCH II: MID-CAREER EXPERIENCE



- I. Required Keystone courses (8 courses)
- II. **Mid-career Experience**
- III. Experiential Component
- IV. Clusters/ Constellations (3 courses)
- V. Senior Presentation

MID-CAREER EXPERIENCE

- **Mid-Career experience** is specific to Majors or Schools, integrating native students & transfers into their chosen School or major.
- **Possible Models** could be a career preparatory experience, a “gateway” experience, or a common required course at the mid-point of the major. ASB and SSHGS have working models. Many programs also already have a similar requirement in place.
- Experiences could include retreats, Alt. Spring Break, and other introspective experiences that contribute to personal growth.
- **The Mid-Career experience** dovetails with sophomore engagement.

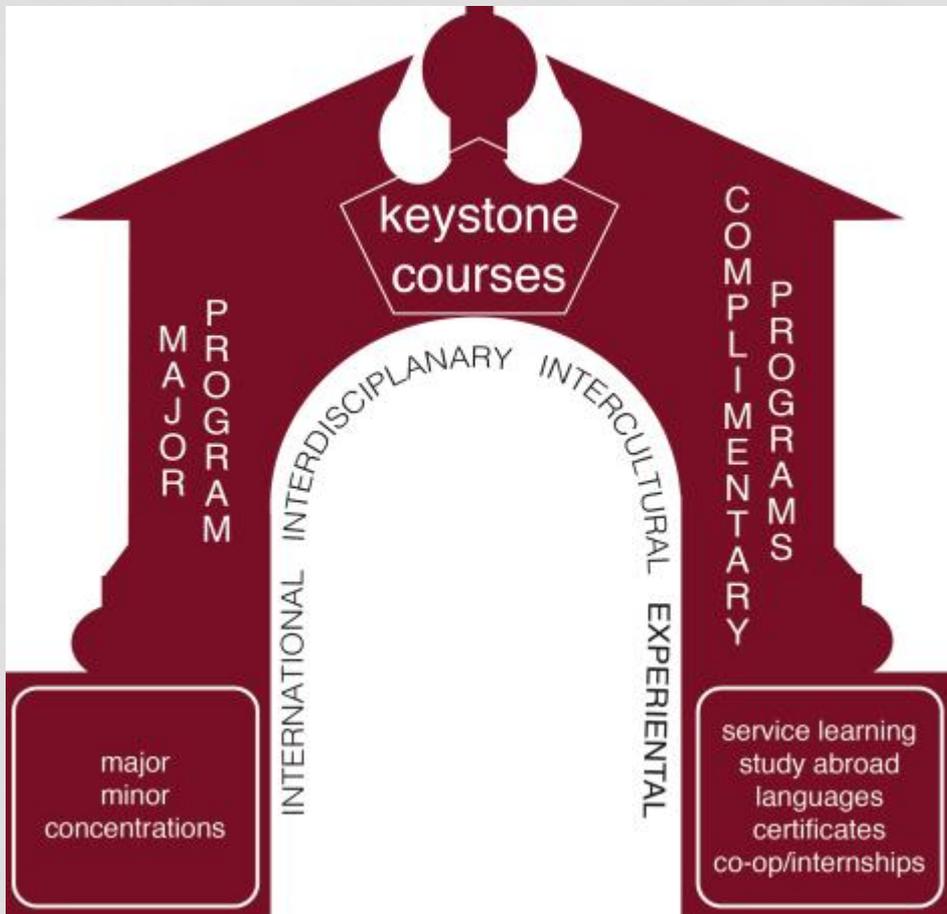


MID-CAREER EXPERIENCE

- **Goals:**
- Practice reflective inter/intra-personal skills.
- Write and **speak** effectively in scholarly and creative contexts.



THE RAMAPO ARCH III: EXPERIENTIAL COMPONENT



- I. Required Keystone courses (8 courses)
- II. Mid-career Experience
- III. **Experiential Component**
- IV. Clusters/ Constellations (3 courses)
- V. Senior Presentation

EXPERIENTIAL COMPONENT

- Building a strong relationship with Ramapo College
 - Honoring our **Experiential Pillar**
 - 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.
 - Roots in the Ramapo Mission
 - “The College is committed to academic excellence through interdisciplinary and **experiential learning**, and international and intercultural understanding.”



EXPERIENTIAL COMPONENT

- The Task Force Recommends:
 - Tapping into existing experiential opportunities already succeeding on campus
 - Opportunities center around the themes of: **building community, social justice, citizenship**



EXPERIENTIAL COMPONENT

- **Goals:**

- Engage cooperatively and compassionately with diverse communities locally, nationally and globally
- Analyze ethical implications of the global distribution of power and resources
- Demonstrate curiosity and initiative to independently pursue knowledge, skills, and experience.



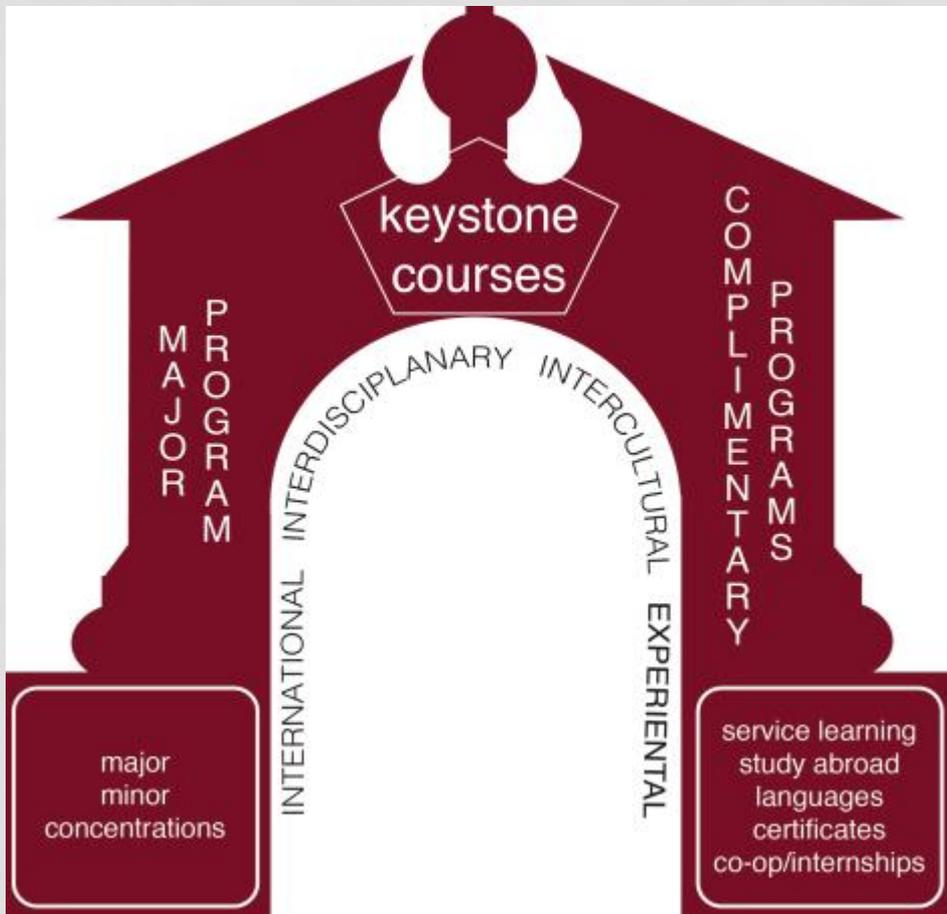
EXPERIENTIAL COMPONENT

- **Advantages:**

- Address current campus climate
- Support strategic Plan:
 - OBJECTIVE 1.1 The College will offer rigorous curricula and experiential activities that prepare all students for a lifetime of achievement.
 - OBJECTIVE 4.3 The College will develop and promote curricular, co-curricular, and extra-curricular programs that demonstrate the value of diversity, self-awareness, examination of multiple perspectives, and respect for others.



THE RAMAPO ARCH IV: CLUSTERS/CONSTELLATIONS



- I. Required Keystone courses (8 courses)
- II. Mid-career Experience
- III. Experiential Component
- IV. Clusters/ Constellations (3 courses)**
- V. Senior Presentation

CLUSTERS/CONSTELLATIONS

- **Requirements:**
- At least two courses must be outside of the major.
- At least one course must be outside of the unit.
- One course may double count in major or school core.
- 3 of the 4 categories (*perhaps* **International**, **Intercultural**, **Experiential**, **Sustainability** as in the example in the next slide) represented in every cluster.
 - Students are encouraged to double count courses in clusters to move toward minors.



CLUSTERS/CONSTELLATIONS

- **Student Choice Model choose courses from four categories, representing 3 of the 4 in their cluster:**
 - **International** – courses explicitly address cross-border exchange
 - **Intercultural** – courses explicitly address cross-cultural exchange
 - **Experiential** – courses explicitly involve experiential learning (outside the major co-op, apprenticeship, performing ensemble participation as well as explicitly experiential courses).
 - **Sustainability** – Sustainability broadly reflects the recognition that actions today affect prospects for tomorrow. Increasingly, these actions affect the prospects for future generations.



CLUSTERS/CONSTELLATIONS

- **Faculty Collaboration model: “Ready Made” Clusters**
- Individual faculty members (or convening groups working in tandem) propose a cluster together with a justification of the unifying principle and interdisciplinary nature of the grouping. Cluster courses would need to be offered with some regularity to make this feasible.

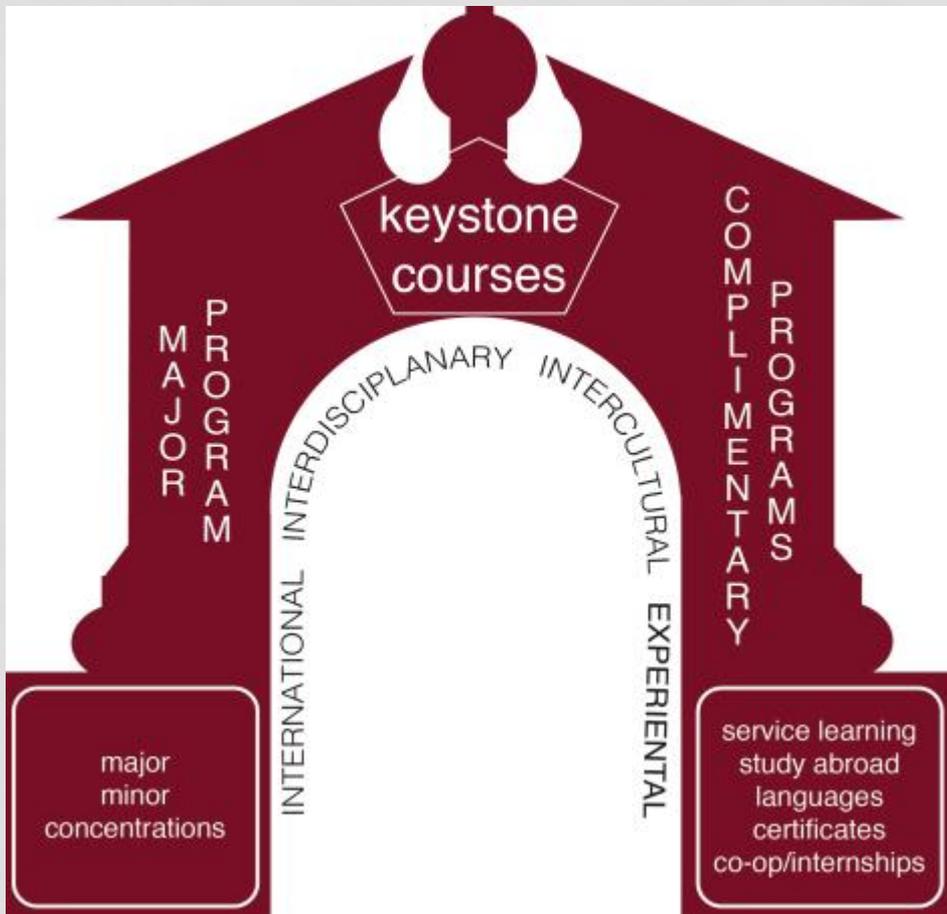


CLUSTERS/CONSTELLATIONS

- **Goals:**
- Demonstrate curiosity and initiative to independently pursue knowledge, skills, and experience.



THE RAMAPO ARCH V: SENIOR PRESENTATION



- I. Required Keystone courses (8 courses)
- II. Mid-career Experience
- III. Experiential Component
- IV. Clusters/ Constellations (3 courses)

V. Senior Presentation

SENIOR PRESENTATION

- **Senior Presentation:**
- Every Spring Ramapo College will designate a full weekday as an **Annual Celebration of Student Research, Creativity, and Performance**. At the **Annual Celebration**, seniors (defined by credit range) will give oral presentations of capstone work, ranging from individual or group research projects to visual art, poetry and prose, plays, and more.



SENIOR PRESENTATION

- **Senior Presentation**
- Annual Research Day
 - Expansion of current Scholars Day
 - Inclusion of all existing research/exhibition venues plus new ones
- Oral presentations of capstone work
 - Presentation could take many different formats.
 - Capstone work includes the diversity of disciplinary work on campus.



SENIOR PRESENTATION

- **Goals:**
- Write and speak effectively in scholarly and creative contexts.
- Apply disciplinary and interdisciplinary knowledge and skills to address complex problems.
- Demonstrate curiosity and initiative to independently pursue knowledge.
 - **In addition**, particular programs may expect students to meet other GE outcomes and/or major/minor outcomes.



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)
- Anthony Darakjy
 - (Second student rep, spring 2015)

NEXT STEPS

- March/APRIL 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