To: The Faculty
From: General Education Task Force II:
      Carol Bowman (SSHS), Seth A Cluett (GECCo), Christina Connor (LIB), Paula Straile-
      Costa (DAC), Eric Daffron (Provost Office), Lawrence A D'Antonio (TAS), Anthony
      Darakjy (SGA), Alex Olbrecht (ASB), Bryan Potts (SGA), Thierry Rakotobe-Joel
      (ARC), Ed Shannon (SSHGS; Chair), Jackie Skrzynski (CA)
Date: May 13, 2015
Re: Final report in summary

Opening remarks.

The General Education Task Force II thanks the campus community for all of its help and
support over the two years of this process. This summary of the longer proposal was produced at
the request of ARC.

As a prelude to this summary of the final report, we would also like to clarify two significant
changes in this report from the previous iterations of the proposal:

1. **This proposal calls for a ten-course general education program**. The new general
   education program, therefore, is **no larger than the current curriculum**. Exemptions
   and placement testing will reduce it further for some.
2. This Propos

Proposed GENERAL EDUCATION CONCEPTUAL FRAMEWORK

The "conceptual framework" is a statement of purpose for the general education program at the college. Composed after weeks of interviews on campus, the conceptual framework is an invitation to students and faculty and a summary statement of the value of a broad liberal education. It also establishes that general education is not a series of "requirements," but an integral part of an undergraduate education.

From the conceptual framework, the Task Force developed the Learning Outcomes and Goals from which grew The Arch Program. The Task Force recommends that this statement appear on the General Education web page and be part of materials advertising the college and the program.

Conceptual Framework.

As New Jersey's Public Liberal Arts College, Ramapo invites you to consider new perspectives on the world you've known and to prepare you for the next stage of your life. Here, you will be challenged by a variety of educational experiences: our school cores, minors, concentrations, study abroad, and other opportunities. You'll pursue a major, one suited to your particular interests; at the same time, you will complete a general education curriculum, The Arch Program. Together, these programs ask you to step out from the community where you are now, to join our college community, and prepare you for citizenship in new communities—wherever your passions take you.

In preparation for the specific challenges of your major, our general education curriculum asks you to think of yourself as a member of all of these communities. Drawing on the rich traditions of a liberal arts education, The Arch Program encourages you to see the connections—intellectual, social, economic, cultural, aesthetic, and empirical—

Proposed GENERAL EDUCATION GOALS AND OUTCOMES

The following goals[1] were developed after extensive investigation on campus. They were further refined with input from AACU colleagues and submitted to GECCo for feedback (See Appendix 1: Proposed Curriculum Map).

! **Explore the world: Investigate human cultures and the natural world.**
   - Critically engage with the products of culture, through interpretation or creative expression.
   - Critically interpret history and society.
   - Apply methods of scientific inquiry effectively.
   - Apply mathematical concepts effectively.

! **Engage the world: think critically and convey new understanding**.
   - Demonstrate logic and reasoning skills.
   - Write effectively in scholarly and creative contexts.
   - Speak effectively in scholarly and creative contexts.
   - Develop the skills necessary to locate, evaluate, and employ information effectively.
   - Use technology to communicate information, manage information, or solve problems.

! **Experience your world: integrate and apply your new learning.**
   - Apply disciplinary and interdisciplinary knowledge and skills to address complex problems.
   - Practice reflective inter/intra-personal skills.

! **Expand our world: develop compassion and ethical understanding across cultures and become an engaged global citizen.**
   - Engage cooperatively and compassionately with diverse communitie(ona) 0.22 (uni) (d) 50 0 0 5l
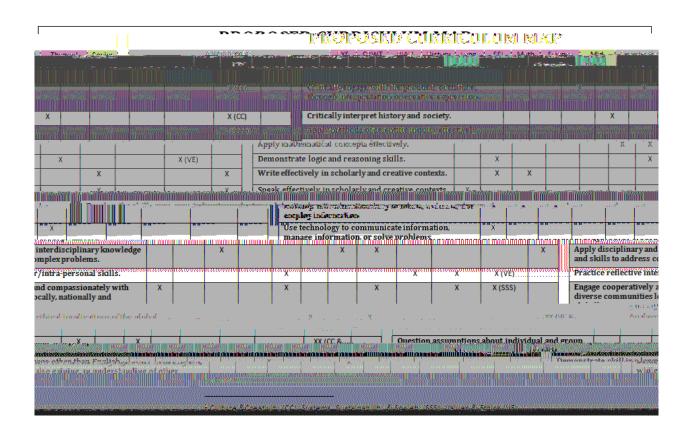
Proposed ARCH PROGRAM IN SKETCH

I. **The Keystone courses.**

The arch is an apt symbol for a program made of interrelated component parts. We recommend

Notes on COURSES, CATEGORIES, DISTRIBUTION

The Arch Program proposal specifies

Proposed CURRICULUM MAP

PROPOSED CURRICULUM MAP

				Critically engage with the products of culture through interpretation or creative expression.				
X			X (CC)	Critically interpret history and society.			X	
				Apply methods of scientific inquiry effectively.				
				Apply mathematical concepts effectively.			X	X
X			X (VE)	Demonstrate logic and reasoning skills.		X		X
	X		X	Write effectively in scholarly and creative contexts.		X	X	
				Speak effectively in scholarly and creative contexts.				
				Actively interrelate disciplinary scholarship to ... employ information.				
X				Use technology to communicate information, manage information, or solve problems.		X		
interdisciplinary knowledge complex problems.		X			X	X	X	Apply disciplinary and and skills to address c
/intra-personal skills.					X	X	X (VE)	Practice reflective inte
and compassionately with cally, nationally and	X			X	X	X	X (SSS)	Engage cooperatively a diverse communities l
X	X			XX (CC & ...)	Question assumptions about individual and group.			
...than English...								Demonstrate skill in a...

Four-Year ARCH EXPERIENCE

The RAMAPO ARCH