

SASN Approved Changes to the Undergraduate Curriculum:

I. General Education Requirements:

1. Basic Writing Skills	6 credits
2. Quantitative Reasoning	3 credits
3. Natural Sciences	8 credits
4. Social Sciences	6 credits
5. History & Literature	9 credits
6. Arts & Media	3 credits
7. Other Liberal Arts	3 credits
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Total:	38 credits

Specific Details:

1. Basic Writing Skills. No change from current requirements. Each student must complete 350:101-102 (or their equivalents) with a grade of C or better. This basic writing requirement should not be confused with the separate and additional 6-credit writing across the curriculum graduation requirement which would remain in effect.¹

2. Quantitative Reasoning. The minimum requirement is a grade of C or better in 640:103, 640:112 or 640:113, which may require some students to take additional remedial courses. No student will be exempt from the quantitative reasoning requirement based on a proficiency examination. No matter their prior background in mathematics, all students will be required to earn at least 3 credits in quantitative reasoning from a course offered by or approved by the Department of Mathematics.

3. Natural Sciences. Any two 4-credit (lecture and lab) courses from a list of approved courses offered by the Departments of Biology, Chemistry, Physics, and Earth and Environmental Sciences. These two courses do not need to be from the same department. (Note: both NCAS and UC students will be required to complete 2 credits of laboratory work; exceptions to this new rule will only be granted if laboratory courses are not offered on a consistent basis during the evenings.)

4. Social Sciences. Any two 3-credit courses from a list of approved courses offered by the Departments of Anthropology and Sociology, Economics, Political Science, and Psychology. These two courses do not need to be from the same department.

¹ From the current catalog: Writing Intensive: Students are required to complete two courses designated as writing intensive, including at least one in the department of the major course of study. (They may choose to take the other as a course that satisfies general requirements or as an elective.) All departments offer at least one writing intensive course, identified in the Schedule of Classes with a Q prefix.

The Writing Intensive (WI) requirement reinforces writing skills attained in composition courses. Each WI course requires students to undertake substantive writing assignments which are evaluated not only on content but also on issues of grammar, organization, and rhetoric. WI courses also emphasize drafting, revision, and critical feedback. For further information about the WI requirement and a current listing of writing intensive courses, see <http://wac.newark.rutgers.edu>.

5. History and Literature. At least 3 credits in history and 3 in literature are required. The other 3 credits can be either in literature or history, from a list of approved courses taught by the Departments of English and History.

6. Fine Arts. One 3-credit fine arts course from a list of approved courses offered by the Department of Arts, Culture and Media (formerly, Visual and Performing Arts).

7. Other Liberal Arts. One 3-credit course from a list of approved courses offered by the Philosophy Department, African-American and African Studies Department, Department of Spanish & Portuguese Studies, and from Programs in Women's Studies, Linguistics, and American Studies.

Additional Comments:

These requirements leave in place the current policy on foreign languages which states: "Students are expected to have completed two years of high school study of a foreign language prior to entering college. Students who have not fulfilled this expectation will be required to complete a one-year, elementary, sequential course (6 credits) in a foreign language offered by the Department of Spanish & Portuguese Studies."

II. Second Concentration

In addition to completing an academic major, all students must also complete a second concentration (outside of their major) of at least 18 credits. For students whose major is not in SASN, this second concentration must be in SASN. This requirement can be fulfilled by the successful completion of any one of the following: a) a second major; b) a minor; c) a teacher-education program; d) the Honors College program; e) a combined baccalaureate-master's program. (The committee actively encourages the creation of new interdisciplinary minors as options for second concentrations.)

III. Standing Committee on General Education

A standing committee on the General Education requirements shall be established and charged with determining which specific courses within a discipline meet the general education requirements and with ensuring that all general education courses address the learning goals established by the faculty and, hence, that a student who had completed the general education requirements had attained those goals.

Additional comments:

The committee should be composed of 12 members, representing the widest possible spectrum of SASN programs and departments. The composition of the committee would be: 1 person from the writing program; 1 from Mathematics; 2 from the natural sciences; 2 from the social sciences; 1 from History; 1 from English; 1 from Spanish & Portuguese Studies; 1 from Arts,

Culture and Media; 2 from other SASN departments not already represented. (No more than one member would be drawn from any one department.)

IV. Rutgers Newark Undergraduate Learning Objectives

Effective Written and Oral Communication: Graduates should be able develop arguments in clear and coherent written texts, based on research, and they should also be able to express themselves clearly and intelligently in public speaking.

Effective Reading: Graduates should be able to read a variety of texts and cultural artifacts for meaning and informed analysis.

An Understanding of Quantitative Thinking: Graduates should be competent in the use of basic components of mathematical reasoning.

Multiple Modes of Inquiry: Students should be conversant with the different approaches to understanding the world that make up the broad disciplinary and interdisciplinary perspectives that are defined and embodied in the general education requirements.

Critical and Creative Thinking: Students should be educated to think both critically, with the analytical skill of evaluating arguments and information, and creatively, with the ability to create ideas, processes, experiences, objects or texts.

An Ability to Produce Knowledge: Through reading, study and research, graduates should be able to evaluate, understand and contribute to knowledge.

An Understanding of Intercultural Relations: Graduates should possess some proficiency in a language other than English and have an understanding of past and present interrelationships among diverse social, cultural, and ethnic groups.

Diversity: Our campus is defined by its diversity, and as pedagogy, content, and mode of analysis, diversity should be structured into all of our offerings where possible.

An Ability to Address Major Questions of Our Time: Students should graduate with the ability to employ research, moral reasoning and informed analysis to address defining social, political, cultural and scientific questions of their time in contemporary and historical perspectives.

V. Timetable: To encourage adequate time for planning and implementation and for the creation of new concentrations, these new undergraduate requirements will become effective with the incoming class of 2016—that is, by fall 2012.