Date: November 10, 2009

To: Faculty of Arts and Sciences-Newark

From: Philip L. Yeagle, 
Dean of Faculty

Re: Faculty Meeting

There will be a meeting of the Faculty of Arts and Sciences-Newark on Wednesday, November 18, 2009 at 2:30p.m. in Room 220, Smith Hall.

The agenda will be as follows:

I. Approval of Minutes

II. Dean's Report
   a. Memorial Minute for Dr. Hilda Hidalgo
      Presented by Dr. Asela Laguna-Diaz

III. Committee Reports
   a. Courses of Study
   b. Ad Hoc Committee on Curriculum Revision

IV. University Senate

V. Old Business

VI. New Business

*Faculty Minutes are now available on the FASN Dean's web-site:
http://fasn.rutgers.edu
To: Courses of Study Committee

From: Harold Siegel, Chair

Date: Wednesday, November 18, 2009

AGENDA
Wednesday, November 18, 2009

The committee recommends approval of the following course actions:

I. Biological Sciences

   Change of Credits
   From: 21:120:235 Microbiology (3 credits)
   To: 21:120:235 Microbiology (4 credits)

   Change of Title
   From: 21:120:344 Comparative Physiology (4 credits)
   To: 21:120:344 Physiological Mechanism (4 credits)

   Change of Title
   21:120:345 Physiological Mechanism (3 credits)
   21:120:345 Comparative Physiology (3 credits)

II. Chemistry

   Change of Title and Number
   From: 21:160:207 Structure and Bonding (3 credits)
   To: 21:160:313 Inorganic Chemistry I (3 credits)

   Change of Title
   From: 21:160:413 Inorganic Chemistry (3 credits)
   To: 21:160:413 Inorganic Chemistry II (3 credits)
Change of Title
From: 21:160:335 Organic Chemistry (4 credits)
To: 21:160:335 Organic Chemistry I (4 credits)

Change of Title
From: 21:160:336 Organic Chemistry (4 credits)
To: 21:160:336 Organic Chemistry II (4 credits)

Change of Title
From: 21:160:345 Physical Chemistry (3 credits)
To: 21:160:345 Physical Chemistry I (3 credits)

Change of Title
From: 21:160:346 Physical Chemistry (3 credits)
To: 21:160:346 Physical Chemistry II (3 credits)

Change of Title
From: 21:160:448 Synthesis and Characterization (4 credits)
To: 21:160:448 Inorganic and Materials Chemistry Laboratory (4 credits)

III. English/MFA Program

Change of Number
From: 21:350:207 Writers at Newark I (3 credits)
To: 21:352:207 Writers at Newark I (3 credits)

Change of Number
From: 21:350:208 Writers at Newark II (3 credits)
To: 21:352:208 Writers at Newark II (3 credits)

IV. Sociology and Anthropology

New Course
21:070:320 Human Rights in a Global World (3 credits)
V. Urban Education

Change of Title
From: 21:300:292 Social Foundations of Urban Education (3 credits)
To: 21:300:292 Social Foundations in Urban Schools (3 credits)

Change of Title
From: 21:300:410 Information and Communication Technology in Secondary Schools (3 credits)
To: 21:33:410 Information and Communication Technologies for Secondary Schools (3 credits)

New Course
21:300:454 Understanding Curriculum Design for Science (3 credits)

New Course
21:300:455 Science Literacy and Pedagogy (3 credits)

New Course
21:300:456 Understanding Curriculum Design for Social Studies (3 credits)

New Course
21:300:457 Social Studies Pedagogy: Teaching and Learning in Urban Classrooms (3 credits)
Present:

Excused:
Abbas, De Rosa, Duprey, Heffernan, Holton, Kirby, Maiello, Shane.

Approval of Minutes
The Minutes of the April 27, 2009 and April 29, 2009 meetings were approved as presented.

Dean’s Report
Dean Yeagle called upon Dr. Harold Siegel, Chair of the Psychology Department to offer a memorial minute for Professor Lillian Robbins who recently passed away. Dr. Siegel then moved to have the memorial minute included in the faculty minutes. After a moment of silence, the resolution was voted on and approved.

Dean Yeagle began by presenting his report, which included the following comments:

- Briefly discussed the recent budget figures noting the challenges facing FASN for the next AY 2010.
- Discussions continue concerning the Ad Hoc Committee on Curriculum Revision.

Dean Yeagle responded to questions on the above subject matters. After some discussion, the Dean concluded his report.

Ad Hoc Committee on Curriculum Revision

Professor John Graham, Chair of the Committee began by presenting an electronic report, which included the following comments in his presentation:

Brief History
- In 2005-06, the Committee on Assessment of Undergraduate Programs, chaired by Professor John Sheridan, recommended (among other ideas) the establishment of learning goals for shaping and assessing the undergraduate curriculum.
- In 2006-07, the Committee on the Future of Undergraduate Education, co-chaired by Professors John Graham and Richard Langhorne, recommended that students be required to pursue both a major and a second concentration and that general education credits be reduced in order to make room for a second concentration.
• In January 2008, the **Working Group on Undergraduate Education**, a campus-wide committee created by Chancellor Diner, was charged with implementing these proposed changes. That committee recommended the creation of a standing Committee on General Education to oversee the implementation and assessment of the new general education curriculum.

• In 2009 the **Ad Hoc Committee on Curriculum Revision** was charged with finalizing these proposed revisions and bringing them to the faculty for consultation and approval.

**Reason for Change-1**

• Undergraduate education at Rutgers-Newark has not been systematically examined or rethought since the current requirements were approved in 1987. Since then, there have been many important changes on campus. With the growth of RBS, SCJ and SPAA, 40% or more of undergraduates now graduate with majors that are outside of FASN. Half of all graduating seniors did not begin here as freshmen; under a statewide agreement, NJ community college graduates who transfer to Rutgers are now exempt from our general education requirements. At the graduate level, masters, doctoral and other graduate professional education degree programs have grown significantly, and the campus has seen a corresponding increase in the research efforts and profile of the faculty.

**Reasons for Change-2**

• Over time, enrollments at the undergraduate level have risen and the diversity of the student body – including not only ethnic, racial, religious, and national background, but also level of academic preparation for post-secondary study – has increased as well. More students and greater involvement of faculty in research and graduate education present clear challenges to the goal of providing a first-rate and accessible undergraduate liberal arts education, and there has been a growing sense that we are not preparing our students as well as we would like for our own upper-level courses, or for employment or advanced study in graduate or professional schools. Particular areas of concern are both writing and quantitative skills, as well as the capacity to think critically and creatively.

**Reason for Change-3**

• The Middle States Commission on Higher Education has affirmed the need for all colleges to define learning goals, assess outcomes and adopt a plan to use these results. Reflecting this mandate and national trend, Rutgers University as a whole is committed to articulating clearly our aspirations for undergraduate student learning and our plans for assessing how well our students are meeting these aims. As current general education requirements were designed and implemented well before this imperative was mandated, we must now articulate the learning goals for general education credits and devise a plan for assessing them, as we have done with our majors.

**Reason for Change-4**

• Under current general education requirements, students must take at least 15 credits of “restricted electives” outside of their major field of study. Many students satisfy this requirement through an eclectic assortment of lower-level courses chosen for convenience of scheduling and reputed lack of challenge. In place of this requirement, a second concentration in the arts and sciences which is vertically structured would provide students with a proficiency in a particular discipline or area of study. Along with a major, a second concentration would ensure that all Rutgers Newark graduates develop a substantial exposure to at least two different disciplinary (or interdisciplinary) perspectives in the way that many employers and some graduate and professional programs desire.
Reason for Change-5

- Currently, FASN faculty as a whole exercise little to no continuing governance of its general education curriculum. Many of the courses currently satisfying general education requirements have become almost exclusively focused upon preparing future majors for more advanced study within a discipline and do not provide general education students with an exposure to the field that is self-sufficient enough to be intellectually meaningful for those students who do not choose to pursue further coursework in the discipline. It is appropriate and desirable for there to be a periodic review and assessment of all courses satisfying particular general education requirements to assure their consonance with the relevant learning goals and their effectiveness in achieving these goals.

Reason for Change-6

- The proposed general education requirements are intended to be consistent with the learning goals and academic values already endorsed by the faculty. They slightly reduce the total number of required credits, to ensure that students pursuing more credit-intensive majors are able to complete a second concentration. They are also somewhat simpler than current ones, largely to reduce confusion among students and advisors. Whenever possible, requirements provide students with choices, since this helps to make students active participants in their own educations. The new requirements continue to ensure that students are introduced to the broad spectrum of liberal arts and sciences, and are viewed to be cost-neutral, requiring no significant addition of resources or shifting of resources among the units.

After some discussion, Professor Graham moved for the adoption of Resolutions I, II, and III of the Committee’s report dated October 12, 2009 (appended).

- Due to faculty concerns Professor Graham moved to rearrange the order in which the resolutions would be discussed. At this time, the floor was then opened for debate.

- Professor Graham moved for the adoption of Resolution II. His motion was seconded and approved.

There was no New Business. The meeting adjourned at 12:50 p.m.

Respectfully submitted

Keesha Middlemass
Faculty Secretary
Lillian Robbins
Memorial Statement
October 21, 2009

Lillian began her professorial career in the Psychology Department at Rutgers in 1971. She remained there for the next 37 years. Lillian taught a variety of courses that were important to her and her students—Psychology of Women, Adulthood and Aging, Relationships across the Life Span, and more recently she organized a new Laboratory course in Social Psychology because our students needed such a course. She is the only Rutgers faculty member in the history of the Newark Campus to have ever won the two separate “Teacher of the Year” awards, one given for daytime faculty and one for those who teach in the evenings. I know she was proud of this distinction.

Lillian ran the College Honors Program for 17 years. Admission into many such programs depends on rigid criteria, especially in terms of Grade Point Average. Lillian was more flexible than that because she knew that there were some very bright, very creative students who did not have the highest GPAs. She gave them a chance to shine, a chance they never would have had, and shine they did.

When it came to topics such as workplace health and safety, gender equity, sex discrimination, affirmative action, and education of undergraduates, I would say that Lillian really did not yell or scream, curse or jump up and down, but she was passionate and persistent. When it came to these issues for which she felt so strongly, I would say she was “subtlety ferocious.”

At the College and University levels, Lillian was involved in an array of activities, from Appointments and Promotions to AAUP, to Health and Safety issues, to Phi Beta Kappa, again serving on a multitude of committees to keep the place moving. And Lillian’s service extended beyond the confines of Rutgers to ETS, NOW, the Anti-Defamation League, the Ford Foundation and the NJ legislature.

Her contributions to our Psychology Department were enormous. Lillian ran the graduate program in Life Span Studies and served on a number of planning committees, curriculum committees, and undergraduate committees. The one thing I will never forget about Lillian is this. I often needed to query the faculty on any number of issues or simply report to them about various departmental activities. Most of my colleagues would acknowledge my emails, answering many of my questions with a scientifically concise Yes or No, perhaps a sentence or two. But I could count on Lillian to never respond this way. Instead, she would cover the issue from top to bottom and from side to side, inside out, and three-dimensionally if possible. Lillian’s email responses were not to be read if one were in a hurry. She might present a more global view of the problem, details that no one had ever considered, but she never responded with only a few words.

This memorial statement was deferred until today because the topic of the FASN meeting is curriculum reform. We all know that Lillian would like to be here today, for this very reason. Lillian would be familiar with all of the issues, and she would be on her feet
expressing her opinions. I would not predict how Lillian would vote, but I would like the faculty to reflect on Lillian’s concerns for undergraduate education before they begin to discuss the curriculum.

On a personal note, I thank Lillian for her support all of these years. She has been a loyal ally making Rutgers and the Psychology Department better places to work and study. Many mornings she would stop in my office on her way to her office. She would initiate a department-related chat, raise an issue of importance or just simply tell me about a trip to Utah or ask me about my trip to New Mexico. She ended the chats with three words, always in an uplifting tone with a measure of determination, “On we go,” she would say. Those were good ways to begin my day.

At a celebration of her life last spring the Psychology Department presented a plaque to Lillian. The plaque read:

In Honor of a Lifetime of Service by
Professor Lillian Robbins

To Rutgers University, the Faculty of Arts and Sciences, and the Department of Psychology

The faculty, students, and staff of the Department of Psychology

Will present each year to a deserving and graduating Psychology major the Lillian Robbins Award for Overall Excellence and Achievement

And so I say to Lillian, and everyone else in this room, ON WE GO.
To: Courses of Study Committee

From: Harold Siegel, Chair (hs/ vs)

Date: Monday, October 26, 2009

AGENDA
Monday, October 26, 2009

The committee recommends approval of the following course actions:

I. Biological Sciences

Change of Credits
From: 21:120:235 Microbiology (3 credits)
To: 21:120:235 Microbiology (4 credits)

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Change of Title
From: 21:160:448 Synthesis and Characterization (4 credits)
To: 21:160:448 Inorganic and Materials Chemistry Laboratory (4 credits)

III. Political Science

Department Name Change
From: Department of Political Science
To: Department of Politics and International Studies

IV. Sociology and Anthropology

New Course
21:070:320 Human Rights in a Global World (3 credits)
Date: October 12, 2009

To: FASN Faculty

From: Ad Hoc Committee on Curriculum Revision

Re: A new undergraduate curriculum

A Brief History:

The proposed “new curriculum” for undergraduate students at Rutgers-Newark which our committee presents for your approval is the product of a long period of study by and recommendations from 4 separate faculty committees. In 2005-06, the Committee on Assessment of Undergraduate Programs, chaired by Professor John Sheridan, recommended (among other ideas) the establishment of learning goals for shaping and assessing the undergraduate curriculum. In 2006-07, the Committee on the Future of Undergraduate Education, co-chaired by Professors John Graham and Richard Langhorne, recommended that students be required to pursue both a major and a second concentration for graduation, with the second concentration being in the arts and sciences (for students whose first major is outside FASN). It also recommended that general education credits be reduced in order to make room for a second concentration. In January 2008, the Working Group on Undergraduate Education, a campus-wide committee created by Chancellor Diner, was charged with implementing these proposed changes. That committee recommended the creation of a standing Committee on General Education to oversee the implementation and assessment of the new general education curriculum. Finally, the Ad Hoc Committee on Curriculum Revision was charged with finalizing these proposed revisions and bringing them to the faculty for consultation and approval.

Rationale for Proposed Changes:

1. Undergraduate education at Rutgers-Newark has not been systematically examined or rethought since the current requirements were approved in 1987. Since then, there have been many important changes on campus. With the growth of RBS, SCJ and SPAA, 40% or more of undergraduates now graduate with majors that are outside of FASN. Half of all graduating seniors did not begin here as freshmen; under a statewide agreement, NJ community college graduates who transfer to Rutgers are now exempt from our general education requirements. At the graduate level, masters, doctoral and other graduate professional education degree programs have grown significantly, and the campus has seen a corresponding increase in the research efforts and profile of the faculty.
2. Over time, enrollments at the undergraduate level have risen and the diversity of the student body – including not only ethnic, racial, religious, and national background, but also level of academic preparation for post-secondary study – has increased as well. More students and greater involvement of faculty in research and graduate education present clear challenges to the goal of providing a first-rate and accessible undergraduate liberal arts education, and there has been a growing sense that we are not preparing our students as well as we would like for our own upper-level courses, or for employment or advanced study in graduate or professional schools. Particular areas of concern are both writing and quantitative skills, as well as the capacity to think critically and creatively.

3. The Middle States Commission on Higher Education has affirmed the need for all colleges to define learning goals, assess outcomes and adopt a plan to use these results. Reflecting this mandate and national trend, Rutgers University as a whole is committed to articulating clearly our aspirations for undergraduate student learning and our plans for assessing how well our students are meeting these aims. As current general education requirements were designed and implemented well before this imperative was mandated, we must now articulate the learning goals for general education credits and devise a plan for assessing them, as we have done with our majors.

4. Under current general education requirements, students must take at least 15 credits of "restricted electives" outside of their major field of study. While this requirement was designed to provide students with the breadth of learning characteristic of a traditional liberal arts education, in practice many of our students satisfy this requirement through an eclectic assortment of lower-level courses chosen for convenience of scheduling and reputed lack of challenge. In place of this requirement, a second concentration in the arts and sciences which is vertically structured would provide students with a proficiency in a particular discipline or area of study. Along with a major, a second concentration would ensure that all Rutgers Newark graduates develop a substantial exposure to at least two different disciplinary (or interdisciplinary) perspectives in the way that many employers and some graduate and professional programs desire.

5. Currently, FASN faculty as a whole exercise little to no continuing governance of its general education curriculum. Many of the courses currently satisfying general education requirements have become almost exclusively focused upon preparing future majors for more advanced study within a discipline and do not provide general education students with an exposure to the field that is self-sufficient enough to be intellectually meaningful for those students who do not choose to pursue further coursework in the discipline. It is appropriate and desirable for there to be a periodic review and assessment of all courses satisfying particular general education requirements to assure their consonance with the relevant learning goals and their effectiveness in achieving these goals.

6. The proposed general education requirements are intended to be consistent with the learning goals and academic values already endorsed by the faculty. They slightly reduce the total number of required credits, to ensure that students pursing more credit-intensive majors are also able to complete a second concentration. The proposed requirements are also somewhat simpler than current ones, largely to reduce confusion among students and advisors. Whenever possible, requirements provide students with choices, since this
helps to make students active participants in their own educations. The new requirements continue to ensure that students are introduced to the broad spectrum of liberal arts and sciences, and are viewed to be cost-neutral, requiring no significant addition of resources or shifting of resources among the units.

**Proposed Changes to the Undergraduate Curriculum:**

I. **Proposed 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. Fine Arts 3 credits
7. Other Liberal Arts 3 credits

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.

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. (Note: students will no longer be allowed to use courses from the Departments of Social Work or African-American and African Studies or from the School of Criminal Justice to fulfill the social science requirement.)
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, Classical & Modern Languages 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, 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 Classical and Modern Languages and Literatures.”

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 FASN, this second concentration must be in FASN. 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. **A new 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 FASN 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 Classical and Modern Languages; 1 from Arts, Culture and Media; 2 from other FASN departments not already represented. (No more than one member would be drawn from any one department.)
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.

Appendix

Rutgers Newark Undergraduate Learning Objectives
(As amended, edited and approved by the FASN Faculty, April 27, 2009)

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.