

# **PROPOSAL FOR A REVISED GENERAL STUDIES PROGRAM**

**PREPARED BY THE GENERAL STUDIES COORDINATING**

**COMMITTEE**

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## **INTRODUCTION**

In 1982, a General Studies Coordinating Committee of what was then Jersey City State College proposed the General Studies program currently in place. The proposal recommended the creation of a permanent General Studies Coordinating Committee, charged, in part, with developing and implementing procedures for program evaluation. That committee and those procedures were never created. In 1995 the General Studies Steering Committee submitted a program proposal to the Senate that was tabled and not subsequently acted upon. Over time, a consensus emerged that a Coordinating Committee should again examine and recommend changes in the General Studies Program. As a foundation for this work, the Senate called for an empirical study of the existing program, which was distributed in December 1997. The Office of the Dean of Arts and Science then convened a General Studies Coordinating Committee that met frequently and at length during the spring and fall 1998 semesters.

The work of the Committee was undertaken at a propitious time. The institution is carving out a new identity in acquiring university status and a new name. Among the various initiatives directed toward creating a new identity, certainly one of the most important tasks is the review of the academic programs, and in particular the review of the General Studies Program, which affect all undergraduate students and all departments in the College of Arts and Sciences. The success of the General Studies Program can make a valuable contribution to the mission of the institution in its aspiration to achieve academic excellence as a university and in its commitment to serving the community.

External pressures increase the urgency for reviewing the General Studies Program. Both in California and in New York City, the admissions policies of public colleges are undergoing major changes. The bi-coastal restructuring of these policies suggests that public colleges throughout the nation will have to justify their existence by the quality and rigor of their academic programs and the success of the students who continue in them.

## **THE PURPOSE OF A GENERAL EDUCATION PROGRAM**

Throughout the ages, the view that education is necessary if individuals are to develop their unique human potential has been upheld with varying intensity and has been the basis for founding institutions of higher education throughout the world. Almost universally in the twentieth century, even as they have yielded to pressure for the ever professional

Preparation of students and even as they have been influenced by different political and social agendas, many colleges and universities have set aside fully one half of a students credits for general or liberal education. In do doing they have affirmed their belief that the liberal studies is central to the development of a students full potential. The question before the University is what type of general education program best facilitates the striving of its students toward human excellence.

At the minimum, general studies programs nationally introduce students to the knowledge and the means of acquiring it that are available in a wide range of academic disciplines. In addition, general studies programs have a structure through which the faculty direct students to some of those human achievements which are “original and great and which add most to knowledge, while assuring its continuity and discipline” (Brazun 219) The General Studies Coordinating Committee have endeavored to develop a well-ordered program that educates students broadly by acquainting them with some of humanities most significant undertakings and achievements.

Given the urban mission of New Jersey City University, it is desirable to articulate at the start the ways in which its general studies program supports the University commitment to prepare a diverse student body to participate successfully in a global society. One imperative of a Universities liberal education program derives from the need of a pluralistic society to develop a framework for discussion that promotes recognition, understanding, and respect among diverse groups and to help students achieve a broader understanding of themselves as citizens of the world. They emerge with a shared knowledge of the cultural heritages necessary for becoming educated persons in charge of their own destiny. In an increasingly global society, the liberal education reflected in the proposed General Studies Program, more then anything else, equips the individual for an uncertain future.

### **THE PROPOSED GENERAL STUDIES PROGRAM-GUIDING PRINCIPLES**

The proposal of the General Studies Coordinating Committee reflects certain fundamental principles of liberal education. These principles are expressed below and followed by a description of the curriculum and policy decisions that follow them.

- Liberal education is broad. The student should be aware of humanity’s “fundamental and wide- ranging attempt to penetrate by reason the very structures of the natural world, to evoke the dimension of the significance of the beautiful, to reach towards and understanding of what it is to be human, of ones position in the universe, and of ones relations with one’s fellows, moral less then material.” (Francis Oakley, address at Williams college, 1985)
- Liberal education has historical roots. We invite students to take into their hearts the intellectual achievements of humanity spanning 9,000 years. Only by taking possession of their diverse cultural heritages can students understand what is possible for them personally as they seekto develop compelling standards of excellence, to hone the intellectual skills that make human excellence possible and to embrace an enduring love of learning.

- Liberal education allows students to develop a rational and coherent worldview. Liberally educated people understand the important areas of thought, the philosophical and religious disputes, the history and major works that continue to be relevant to their time. Individuals who know the shape and narrative of major civilizations are able to locate new and different ideas in relation to them.
- Liberal education fosters intellectual agility and self-reliance. For the knowledge of various fields to be useful, student must develop some understanding of the tools used of individual discipline. They must comprehend not only the kind of knowledge the disciplines reveal but also the forms of inquiry and the methods of analysis used, and they must be able to employ flexibly a range of those forms and methods.
- Liberal education is transforming. As they participate in liberal studies, students must reconquer truth by reflection =, earn it by effort, embrace it in the depths of their own selves, animate it with their own lives, and lend it strength enough to fertilize thought and direct the will.

### **GENERAL STUDIES FRAMEWORK**

The Committee recommends changes which will bring the University's General Studies program more in line with its principles for liberal education and with its urban mission. So that the difference between the current and the proposed programs are clear, the two are juxtaposed in Table One. Appendix 1 drafts of the student advisement/program forms are presented for the proposed program.

Because the Coordination Committee values the wide intellectual compass that liberal education provides, its proposal, like the current program, includes courses from philosophy and mathematics, from the natural and computer sciences, from the media and the arts, the humanities and social sciences, and from a variety of multicultural programs.

**Table One: Current and Proposed Programs**

| <b>Current Programs</b>                        |            | <b>Proposed Program</b>   |              |
|--|------------|---|--------------|
| <b>Categories/Courses</b>                      | <b>Cr.</b> | <b>Categories/Courses</b>   | <b>Cr.</b>   |
| <b>All University Requirements</b>             | <b>12</b>  | <b>All Undergraduate Requirements</b>   | <b>18</b>    |
| Fundamentals of Communications I & II          | 6          | English Composition I & II  | 6            |
| Fundamentals of Math/Int. Algebra or higher    | 3          | Fundamentals of Math/Int. Algebra or higher   | 3            |
| Career Dimensions                              | 2          |   |              |
| Computer as a Tool                             | 1          | CAT (Foundations)   | 0            |
|  |            | Civilizations I & II  | 6            |
|  |            | First Year Experience   | 3            |
| <b>Core Courses</b>                            | <b>12</b>  | <b>Core Courses</b>   | <b>0</b>     |
| Science Experience                             | 3          |   |              |
| Introduction to Social Science                 | 3          |   |              |
| Artistic Experience                            | 3          |   |              |
| Introduction to Humanities                     | 3          |   |              |
| <b>Areas (1-5)</b>                             | <b>30</b>  | <b>Areas (A-F)</b>  | <b>48</b>    |
| #1 Natural Sciences                            | 6          | A) Natural Sciences   | 6*           |
| #2 Social Sciences                             | 6          | B) Social Sciences:<br>Group 1: Economics & Poli. Sci.:3 cr.<br>AND<br>Group 2: Sociology, Psychology,<br>Geog./Cultural: 3 cr. | 6*           |
| #3 Fine Arts                                   | 6          | C) Arts & Media (addition of Media: excludes Creative Writing)  | 6*           |
| #4 Humanities                                  | 6          | D) Humanities (includes Creative Writing)   | 6*           |
| #5A Communications                             | 3          | E) Multicultural Disciplines & Languages  | 6*           |
| #5B Contemporary World                         | 3          | F) Quantitative and Computer Literacy (Math, Comp Sci., other A&S departments)  | 6            |
| <b>General Education Electives (200 Level)</b> | <b>12</b>  | <b>General Education Electives</b>  | <b>(12)*</b> |
| <b>Total</b>                                   | <b>66</b>  | <b>Total</b>  | <b>66</b>    |

\*General Studies electives are taken from courses listed in Areas A-E. Students will earn their 12 elective credits by taking an additional course in four of these five areas. (See Appendix 1)

In the proposed program, areas apportion their credits differently. The Natural Sciences allows student to take two courses (8 credits maximum) from one department. Arts and Media allows students to take 6 hours from any department, with the proviso that if the student elects to take 9 credits in that area, the additional 3 credits will come from a different department. The Social Sciences have grouped themselves into group 1 and 2. Student must take one course from each group. Students who elect 3 additional credits in this area can take those credits however they choose. In the Humanities and Multicultural Disciplines, students can no more than 3 credits from any one department. In both of these areas, if students elect 3 additional credits, they can take them however they choose. In the Quantitative and Computer Literacy area, students can take up to 6 credits in any one department. Students cannot elect to take 3 additional credits in this area.

Students who are officially registered for a second major, a minor, or certification in the College of Arts and sciences will be required to earn a minimum of 6 credits in each distribution area. For the remainder of their general studies credits, these students may take any general studies course, irrespective of their area designation (provided those courses are applicable to the requirements of that second major, minor or certification). Therefore students pursuing a minor may earn more credits in on distribution area to meet their General Studies requirements. Students who are not pursuing a major/minor/certification are limited to a maximum of 9 credits in areas A-E and to 6 credits in area F.

See Appendix 1 for drafts of the student advisement forms with the area requirements. Separate sheets are provided for students taking the standard program (without a second major/minor/certification) and for students who are taking a second major/minor/certification in the College of Arts and Sciences.

### **All Undergraduate Requirements**

Significant modifications to the General Studies Program occur in the All Undergraduate Requirements (AUR).

- Civilizations I & II. Three-credit interdisciplinary and multicultural courses tell of the great deeds and significant events: of individuals, groups, and eras bearing proper names; and of the goods and evils that beset men and women as they pursue their ambitions. These courses draw from many cultures what has endured from earlier times—ideas like justice and moral responsibility--that continue to speak to the human condition and give expression to human aspiration for all times. In doing so they foster the development of a coherent worldview. Upon adoption of the course, the General Studies Coordinating Committee will call a meeting of all faculty members potentially interested in teaching the course to refine the outline provided in Appendix 2.
- A second modification to the AUR is the First-Year Experience (FYE). This is the title of a set of seminars of approximately 20 students each. Each section will be taught by a faculty member who has designed a syllabus based on some issue or idea that excites him or her intellectually. It is hoped that the students will come to share the excitement of the professor and understand in new terms the possibilities of the life of the mind. Seminars are intended to ease the transition and adjustment of first-year students, in part by orientating them to college level work. The seminars will foster the development of the essential academic skills of critical thinking, writing, research and public speaking. They are intended to increase first-year to second-year retention. The framework for the First-Year Experience courses is provided in Appendix 3 along with the means for faculty to coordinate course logistics.
- The one credit Computer as a Tool (CAT) is applicable to Academic Foundations Program and not to the General Studies Program. A committee of faculty members and a representative of the Office of Deans of Arts and Sciences will develop a means of assessing the computer skills of incoming students to determine whether students will be exempt or required to take the Foundations, on degree credit, CAT course.
- Career Dimensions and Orientation to College (OTC) are eliminated from the proposed General Studies Program.

### **Core Courses**

The Core Courses are eliminated from the proposed General Studies Program and the credits redistributed within AUR and area courses.

### **Areas Courses**

- The Committee proposes the inclusion of the area Quantitative and Computer Literacy (QCL). If students are to understand the methods of analysis in many disciplines, particularly in the natural and social sciences, they must develop greater proficiency in quantitative reasoning than the current program permits. Courses in this area will help students become quantitatively literate and successful problem solvers; to analyze and draw inferences from data and graphs; to exhibit “number sense” and estimation abilities; to understand and to manipulate simple formulas, such as those used in a spreadsheet. In addition this area makes students aware of the possibilities of computer use and increases their ability to use software to solve theoretical and practical problems. QCL courses will be offered by the Mathematics and Computer Science Departments and any other department/program in the College of Arts and Sciences provided the course meets the requirements specified in Appendix 4. The means for coordinating course offerings in this area are also specified in the appendix With this new area the Department of Mathematics will now be able to offer area courses. In the present program, the Mathematics Department is the only department in the College of Arts and Sciences unable to do so.
- The Committee proposes the elimination of area 5A, currently a very unlikely grouping of Computer Sciences, Media, and Modern Languages. Computer Sciences joins Mathematics, a field with which it has a more natural affinity, in the area of Quantitative and Computer Literacy. Media is now included in Fine and the Performing Arts. Media and Art, which are both accredited by the same external agency, are closely allied. Creative Writing will be taught with other courses offered by the English department in the Humanities area. Modern Languages joins Multicultural Disciplines. These changes are aimed at bringing greater coherence to the entire programs.
- The General Studies areas apportion their credits differently. For students taking six credits (and not taking elective credits in the area), the Natural Sciences and Fine and Performing Arts allow students to take six hours from any department. Multicultural Disciplines and Modern Language, and the Humanities permit students to take only three credits in any department. The Social Sciences have grouped themselves into 1 (Economics and Political Science) and 2 (Cultural Geography, Psychology, and Sociology). Students take one course from each group.

### **General Studies Electives**

General studies electives will be courses listed within distribution areas A-E. Student will earn their twelve elective credits by enrolling for one additional course in four of these five area. Students, in consultation with their advisors, will decide in which areas the courses will be taken. The General Studies areas apportion their credits differently when students take elective credits in their areas. The Arts and Media, the Humanities, and Multicultural Disciplines and Modern

Languages allow students taking 9 credits (3 elective credits and 6 area credits) to earn a maximum of 6 credits in a single department. Social Sciences allows students to take three credits in any department after having taken 3 credits from group 1 courses (Economics and Political Science) and 3 credits from group 2 courses (Sociology, Psychology, Cultural Geography). The Natural Sciences allow students taking more than six credits in their area to earn a maximum of 8 credits in a single department.

### **CRITERIA FOR GENERAL STUDIES COURSES**

The General Studies Program emphasizes the knowledge, skills, and habits of thought that lead to the development of intellect, creativity, breadth of view, and imagination. All General Studies courses must demonstrate the ways in which they further the goals of the program as they introduce central topics in a discipline or interdisciplinary program. Each course must include the following:

- ***Reading.*** Students who can read with comprehension and critical alertness can possess the intellectual freedom and self-reliance necessary for the pursuit of excellence. All courses must assign reading in appropriate texts such as textbooks and journal articles.
- ***Writing.*** If General Studies is to accomplish anything, it must foster in each course the ability of students to express themselves in writing. Those who can think and write clearly about the ideas presented in General Studies possess the basic tools of education. They can describe ideas, develop them, understand them, and communicate them to others. Assignments requiring writing must go beyond in-class examinations.

In addition, each General Studies course must include at least two of the following:

- ***Critical thinking/creativity.*** Assignments and/or in-class exercises that require students to solve problems or produce creative work using techniques appropriate to the discipline.
- ***Information gathering and literacy.*** Assignments and/or in-class exercises that require students to demonstrate information literacy skills such as using print, traditional, or on-line resources to gather and analyze information.
- ***Quantitative and computer literacy.*** Assignments and/or in-class exercises that require students to use data presented in tabular, graphical or other quantitative forms in order to evaluate information critically.
- ***Oral presentation.*** Assignments and/or in-class activities that require students to articulate ideas/theories/concepts appropriate to the discipline.

## **EVALUATION OF STUDENT PERFORMANCE BASED ON SELECT OUTCOMES**

No matter how theoretically sound a program is, its ultimate success depends on whether students are changed by it. The knowledge and skills acquired through liberal education can enhance perception, enrich thought, and influence action. Whether students are in fact changed as a result of the proposed General Studies Programs is an issue that needs to be examined frequently.

Assessment of students' learning in General Studies Program will be overseen by a General Studies Program evaluation committee which will be made up of a representative from each distribution area, a representative from the Dean's Office, and the Director of the Office of Institutional Research. The Committee will be responsible for developing a final general studies outcomes statement, developing and administering appropriate evaluation measures, analyzing the data, recommending revisions of the General Studies Program, and refining the evaluation model. The development of an evaluation model will commence in earnest after the new General Studies Program is approved for implementation. Preliminary drafts of an outcomes statement and an evaluation plan are provided in Appendix 5 for the committee's consideration.

## **IMPLEMENTATION OF THE PROPOSED GENERAL STUDIES PROGRAM**

The Coordinating Committee has developed policies and procedures governing each of the changes it recommends and the transition from the existing program to the next. Implementation includes opportunities for faculty development in preparation for teaching Civilizations land II and the First-Year Experience. A full outline of those policies that structure the program and promote implementation for each area of the program follows.

### **A. Completion of General Studies Courses**

The General Studies Program would be organized into a 3-tier structure.

- 1) During the first 30 credits students must take First-Year Experience and English Composition I & II.
- 2) During the first 60 credits students must take AUR Math and Civilizations I & II.
- 3) Area/distribution requirements may be taken throughout the 128 credits required for graduation.

B. Area Requirements. Courses with Prerequisites. Second Majors/Minors/Concentrations

The proposed General Studies framework includes six area/distribution groupings. In all but one area, Quantitative and Computer Literacy (QCL), students are required to take 6-9 credits. In QCL students are required to take 6 credits only. The faculty from each area developed unique guidelines for how students earn the credits in their area. (See Table 1 and Appendix 1)

Students who are officially registered for a second major, a minor, or certification will be required to earn a minimum of 6 credits in each distribution area. For the remainder of their General Studies credits, these students may take any General Studies courses, irrespective of their area designation (provided those course are applicable to the requirements of that second major, minor or certification).

In addition to the distribution of courses among the areas, all students will be required to earn at least 6 credits in courses that have prerequisites. Those 6 credits can be earned in any one or more of the various areas. Departments are therefore encouraged to include on their list of area offerings courses that have prerequisite requirements.

C. Maximum Number of Departmental General Studies Courses

Departments/programs may designate a maximum of 10 courses as General Studies area/distribution classes (in addition to any AUR courses taught in the department). During a given semester a department may offer a maximum of 5 General Studies area courses (irrespective of the number of sections of those courses).

As an exception, the Modern Language Department will be permitted to designate all first- and second-semester language courses as General Studies classes.

D. Approval for New General Studies Courses

In order for a new course (or an existing course not previously designated as General Studies offering) to receive General Studies status, it must be reviewed through the University's traditional governance procedure with the addition of the appropriate General Studies area/cluster committee. The order of review is 1) the department Curriculum & Instruction Committee, 2) the department chair, 3) the committee of faculty members representing the area/cluster, 4) the Dean of the College of Arts & Sciences, 5) the University Senate Curriculum & Instruction Committee, and 6) the Vice President for Academic Affairs.

E. Review of Existing General Studies Courses

A course currently approved for General Studies will retain that designation provided its course syllabus is adjusted to demonstrate how it meets the criteria for General Studies courses.

F. Implementation Data and Transition

Students who enrolled at the University prior to Fall 2000 will be given two calendar years to successfully complete the current core courses and/or other course that will be phased out of the General Studies program. Students entering in Fall 2000 and later will be required to follow the new program. Students who are not in compliance with this practice will have their transcripts evaluated on a case-by-case basis.

G. Transfer Credits/Students:

- 1) Students who transfer with 30 or more credits will be exempt from the FYE course.
- 2) To receive transfer credit for General Studies courses, a student's transcript will be reviewed on a course-by-course basis. Courses must match a specific NJCU course in the University's General Studies Program to receive credit.
- 3) The General Studies Coordinating Committee recommends that an ad hoc committee be established to review all transfer credit policies following approval of the revised program.

**Appendix 1:****Student Advisement Forms**

| <b><u>Proposed Standard Program</u></b>   |     |
|---|-----|
| Categories/Courses  | Cr. |
| <b>All Undergraduate Requirements (AUR):</b><br><i>All Students take all 18 AUR credits</i>   | 18  |
| English Composition I & II (ENGL 101 & 201)   | 6   |
| Fundamentals of Math/Intermediate. Algebra. or higher (MATH 102 or 112 or higher)   | 3   |
| Civilizations I & II (GS 101 & 201)   | 6   |
| First Year Experience (GS 102)  | 3   |
| <b><u>Areas (A-F)</u></b><br><i>Students take a total of 48 credits in Area courses. Select 6-9 credits in Areas A-E plus 6 credits in Area F. At least 6 credits must be from courses requiring prerequisites.</i>   | 48  |
| <b>A.) <u>Natural Sciences</u></b><br><i>Students taking 6 credits may select from any of the following courses.<br/>Students taking more than 6 credits may take a maximum of 8 credits in a single department.</i><br>Biology:<br>Chemistry:<br>Geoscience/Geography (physical):<br>Physics:  | 6-9 |
| <b>B.) <u>Social Sciences:</u></b><br><i>Students taking 6 credits take 3 credits from Group 1 and 3 credits from Group 2.<br/>Students taking 9 credits take 3 credits from Group 1, 3 credits from Group 2 and 3 additional credits in any of the following.</i><br><u>Group 1:</u> Economics:<br>Political Science:<br><u>Group 2:</u> Sociology:<br>Psychology:<br>Geography (Cultural):    | 6-9 |
| <b>C.) <u>Arts &amp; Media:</u></b><br><i>Students taking 6 credits may take a maximum of 3 credits in a single department.<br/>Students taking 9 credits may take a maximum of 6 credits in a single department.</i><br>Art:<br>Media:<br>Dance/Theater:   | 6-9 |
| <b>D.) <u>Humanities</u></b><br><i>Students taking 6 credits may take a maximum of 3 credits in a single department.<br/>Students taking 9 credits may take a maximum of 6 credits in a single department.</i><br>English:<br>History:<br>Philosophy/Religion:  | 6-9 |
| <b>E.) <u>Multicultural Affairs &amp; Languages</u></b><br><i>Students taking 6 credits may take a maximum of 3 credits in a single department.<br/>Students taking 9 credits may take a maximum of 6 credits in a single department.</i><br>Afro/African:<br>Ethnic Studies:<br>Modern Languages:<br>Multicultural Studies INTD 0149:<br>Latin American/Caribbean Studies:<br>Women's Studies: | 6-9 |
| <b>F) <u>Quantitative and Computer Literacy</u></b><br><i>Take 6 credits from any of the following</i><br>Comp Science:<br>Mathematics:<br>Dept. A: 111, Dept B: 111, Dept C: 111   | 6   |
| <b><u>Total General Studies</u></b>   | 66  |

| <b>Proposed Program: Students Taking an Arts &amp; Sciences Second Major/Minor/Certificate</b>   |            |
|--|------------|
| <b>Categories/Courses</b>  | <b>Cr.</b> |
| <b>All Undergraduate Requirements (AUR):</b><br><i>All Students take all 18 AUR credits</i>  | <b>18</b>  |
| English Composition I & II (ENGL 101 & 201)  | 6          |
| F of Math/Int. Alg. or higher (MATH -----)   | 3          |
| Civilizations I & II (GS 101 & 201)  | 6          |
| First Year Experience (GS 102)   | 3          |
| <b>Areas (A-F):</b><br><i>Students take a total of 48 credits in Area courses. Select 6 credits in each of the Areas A-F and the remaining 12 credits from any courses that are required for your second major/minor/certification in the college of Arts and Sciences. See Area G: at least 6 credits must be from courses requiring prerequisites.</i> | <b>48</b>  |
| <b>A) Natural Sciences</b><br><i>Six credits from any of the following courses.</i><br>Biology:<br>Chemistry:<br>Geoscience/Geography (Physical):<br>Physics:  | 6          |
| <b>B) Social Sciences:</b><br><b>Three credits</b> from Group 1 and <b>three credits</b> from Group 2.<br><u>Group 1:</u> Economics:<br>Political Science:<br><u>Group 2:</u> Sociology:<br>Psychology:<br>Cultural Geography (Cultural):  | 6          |
| <b>C) Arts &amp; Media:</b><br><i>Six credits with a maximum of three credits from a single department.</i><br>Art:<br>Media:<br>Music:<br>Music/Dance/Theater:  | 6          |
| <b>D) Humanities</b><br><i>Six credits with a maximum of 3 credits from a single department.</i><br>English:<br>History:<br>Philosophy/Religion:   | 6          |
| <b>E) Multicultural Disciplines &amp; Languages</b><br><i>Six credits with a maximum of 3 credits from a single department..</i><br>Afro/African:<br>Ethnic Studies:<br>Latin American/Caribbean Studies:<br>Modern Languages:<br>Multicultural Studies:<br>Women's Studies:   | 6          |
| <b>F) Quantitative and Computer Literacy</b><br><i>Six credits from any of the following</i><br>Computer Science:<br>Mathematics:<br>Dept. A: 000, Dept. B: 000, Dept. C: 000  | 6          |
| <b>G) General Studies(Arts &amp; Sciences) Second Major/Minor/Certificate</b><br>Select 12 credits from courses listed in any areas that are required for the second major, minor, and/or certificate in the College of Arts and Sciences.   | 12         |
| <b>Total General Studies</b>   | <b>66</b>  |

## **Appendix 2:**

### **Civilizations I and II** **Tentative Course Proposal**

**Civilizations I:** a one-semester interdisciplinary course that traces the development of civilization with a global perspective from ancient times to the Renaissance (Sixteenth century). It examines the heritage of ideas, values and artistic expressions that shaped cultural tradition. 3 credit hours

**Civilizations II:** (continuation): a one-semester interdisciplinary course that traces the development of civilization with a global perspective from the Reformation (Sixteenth century) to the twentieth century. It examines the heritage of ideas, values and artistic expressions that shaped cultural tradition. 3 credit hours

#### **Description**

Civilizations I and II are about the human experience--of men and women--through the synthesizing disciplines of history, philosophy, literature and the arts. The purpose of the courses is for students to develop an awareness and understanding of the influence of the past on the present and an appreciation of the achievements of the collective human experience. The courses explore various cultures in order to understand human diversity as well as to understand ourselves. They follow the dynamic tension of change and suggest how people and their ideas were shaped by the forces of change.

Possible themes for research papers are the topics of the individual and society, moral responsibility, slavery, truth, goodness, beauty, politics and culture, gender, urban life, religion and society, and the study of one author or one work. Other student assignments on these themes include essays, book reviews, critiques of readings and oral presentations.

#### **Goals**

1. To foster an awareness of the hallmark achievements of each of the civilizations;
2. To provide students with an opportunity to study and understand the processes leading to development of civilizations;
3. To assist students in developing an appreciation of the factors that have produced the value systems underlying the various civilizations;
4. To foster skills in critical thinking through the analysis, interpretation and conclusions to be drawn from the course literature and individual research
5. To provide students with the opportunity to identify, assess and appreciate those factors that have influenced their own values and beliefs.

## **Outlines**

### **Civilizations I**

- I. Introduction - What is civilization? A discussion of approaches and interpretations used in the study of civilization from critical debates in the literature.
  
- II. Ancient Civilizations: Creation Myths and Origins of Mesopotamia, Egypt, Hebrews, Maya, Africa, India and China (a comparative study of cultures to reinforce the underlying links among the earliest civilizations)
  
- III. Classical Era: How did the following civilizations come to be known as “classical”? What ideals contribute to the development of all civilizations as they move forward in human society?
  - A. Greece
  - B. Rome
  - C. Han China
  
- IV. To the Middle Ages and Beyond
  - A. Origins of Christianity (Old Testament Background) and Buddhism
  - B. Islamic World of the Middle East, North Africa and Europe
  - C. Medieval Society, Feudalism and the Crusades
  - D. Medieval China, Japan and India
  - E. Civilizations of the Americas
  - F. African Empires: Ghana and Benin
  
- V. Renaissance and Its Cross Currents
  - A. Renaissance: Explosion of the Arts
  - B. Aztec and Mayan Societies
  - C. Reformation
  - D. Science and Early Exploration

### **Civilizations II**

- VI World of Transformation and Tradition: 1650 to the Early 1800s
  - A. Africa and the Americas
  - B. Scientific Revolution
  - C. North American Settlement

D. Enlightenment

VII. Nineteenth Century Modernization and Change

- A. Nationalism and Colonialism
- B. The Industrial Revolution
- C. Response to Change and Modernization in Asia, Africa and the Americas

VIII. Twentieth Century Global Society

- A. Conflict and Crises: Great War, Russian Revolution, Depression, World War II, and Chinese Revolution (1949)
- B. Post-Industrial Modernism and World Societies: Issues of continuing modernization (a comparative study of concepts of democracy, religion, ethnicity, race, feminism, education, and art)
- C. Global Marketplace: United States, Asia, Africa and Latin American Civilizations (issues of economics, beliefs, modernization, nationalism and communism)

**READINGS**

Faculty may select texts that include readings of whole and excerpted works. Two such texts are listed below. Faculty may also supplement texts with anthologies and whole works, such as epics, novels and plays, to support analysis of cultural developments or different thematic emphases throughout the courses. Certain publishers will produce individualized course volumes from their standard texts and anthologies.

Gloria K. Fiero. *The Humanistic Tradition*. Third Edition. 6 Vols. Brown & Benchmark, 1998.

Mary Ann Frese Win et al. *The Humanities: Cultural Roots and Continuities*. Fifth Edition. 2 Vols. D.C. Heath and Company, 1997.

The following representative selections, from which faculty may select reading assignments, support the course outline:

Ancient Civilizations

- Rig Veda* - a Hindu creation story
- Genesis* - the Hebrew creation story
- Hesiod's *Theogony*
- Nihongi* - a Japanese creation story
- The Popul Vuh* - the Mayan creation story

Yoruban creation myths  
Amazulu - an African creation story  
*The Epic of Gilgamesh*  
Code of Hammurabi  
Akhenaten, "Hymn to the Aten"  
Confucius, *Analects*  
*Dew De Oing*

### **Classical Era**

Homer, *The Iliad*  
Sappho, "Seizure" and "To Anaktoria"  
Sophocles, *Antigone*  
Euripedes, *Medea*  
Thucydides, "Pericles Funeral Oration" from *The History of the Peloponnesian Wars*  
Plato, "Crito"  
Plato, "The Allegory of the Cave" from *The Republic*  
Aristotle. "On Happiness"  
Virgil, *The Aeneid (Books I and 6)*  
Cicero, *The Laws*  
Juvenal, *City of Rome*  
Marcus Aurelius. from *The Meditations*  
Sima Qian, *Records of the Grand Historian*

### **To the Middle Ages and Beyond**

Old Testament  
Matthew 5:7, "The Sermon on the Mount"  
Paul, "Epistle to the Romans"  
Augustine of Hippo, *City • of God against the Pagans*  
Siddhartha Gautama, "Sermon at Benares," "Sermon on Abuse"  
Selections from *The Qur'an*  
Ibn Hazm, from *The Dove's Necklace*  
*The Song of Roland*  
Chretien de Troyes, *Lancelot*  
Dante Alighieri, *The Divine Comedy*  
Thomas Aquinas, from *Summa Theologica*  
Selections from the Vishnu Purana  
Marie de France, "The Nightingale"  
Chaucer, *The Canterbury Tales*  
*Tam Bo Cuailgne*

Renaissance and Its Cross Currents

Chaucer, Prologue to *The Canterbury Tales*  
Pies della Mirandola. "On the Dignity of Man"  
Niccolo Machiavelli. *The Prince*  
"The Idol of Somnath" from *The Bustan*  
*The Confession of lady Nijo*  
Christine de Pizan, from *The Book of the City of Ladies*  
Martin Luther, "Table Talk"  
Skakespeare, *Othello* (may be substituted with another play)  
Juan Gines de Sepulveda, *The Just Causes of War against the Indians*  
Bartolome de Las Casas, *In Defense of the Indians*  
Bernal Diaz del Castillo, *Conquest of New Spain*  
Anna Bijns, "Unyoked Is Best! Happy the Woman without a Man"  
Michel de Montaigne. "On Cannibals"

World of Transformation and Tradition — 1650 to the Early 1800s

Francis Bacon, *New Organon*  
Marquis de Condorcet, "Sketch of the Progress of the Human Mind"  
Voltaire, *Candide*  
Rousseau, *The Social Contract*  
Adam Smith, *Wealth of Nations*  
"Declaration of the Rights of Man and the Citizen"  
Simon Bolivar, "The Jamaica Letter"  
Olaudah Equiano, "The Interesting Narrative of the Life of Olaudah Equiano"  
Mehmed Pasha, *The Book of Counsel for Viziers and Governors*  
Napoleonic Code  
Jane Austen, *Pride and Prejudice*  
John Locke. from *Essay on Human Understanding*  
Declaration of Independence  
U.S. Constitution

Nineteenth Century Modernization and Change

Freud, "Civilizations and Its Discontents"  
Charles Darwin, *On the Origin of Species and the Descent of Man*  
John Stuart Mill, "On Liberty"  
Marx and Engels, *The Communist Manifesto*  
Charlotte Perkins Gilman, "The Yellow Wallpaper"  
Elizabeth Cady Stanton, "The Declaration of Sentiments"  
Henrik Ibsen, *A Dolls House*  
Rabindranath Tagore, "Broken Ties"  
Kate Chopin, "The Storm"  
Friedrich Nietzsche, from *The Birth of Tragedy*

*Cao Xuequin 's Dream of the Red Chamber*  
Saikaku Ihara, from *Five Women Who Loved Love*

Twentieth Centu~ Global Society

Wilfred Owen, "Dulce et Decorum Est"  
Lenin, "What Is To Be Done?"  
Aldous Huxley, *Brave New World*  
Ursula Le Gum, "The Ones Who Walk Away from Omelas"  
iwao Nakamura and Atsuro Tsujioka, "Recollections of August 6, 1945"  
Mustafa Kemal, Speech to the Congress of the People's Republican Party~  
Gandhi, "Indian Home Rule"  
Cao Ming. "A Native of Yan'an"  
Octavio Paz, "One Earth, Four of Five Worlds"  
Lu Xun. "The New Year's Sacrifice"  
Pablo Neruda, "The United Fruit Co."  
Carlos Fuentes, "The Prisoner of Las Lomas"  
Nelson Mandela. The Rivonia Trial Speech to the Cotirt  
Martin Luther King, Jr., "A Letter from Birmingham Jail"  
Langston Hughes, "I, Too, Sing America"  
Zand Dokht, "The Revolution That Failed Women"  
Maxine Hong Kingston, from *The Woman Warrior*  
Jean-Paul Satre, from *Existentialism and Humanism*  
Simone de Beauvoir, *The Second Sex*  
Virginia Woolf, from *To the Lighthouse*  
Ernest Hemingway, "Hills Like White Elephants"  
Chinua Achebe, from *Things Fall Apart*  
Jorge Luis Borges, "The Garden of Forking Paths"

## **Appendix 3:**

### **First-Year Experience (EYE) Course Proposal**

First-Year Experience is a three credit 45 hour AUR course that students must take in their first (preferable) or second semester. In these seminars, students explore an intellectually challenging topic with 18-22 of their classmates. FYE topics are based on research or other intellectual themes selected by the instructor. The emphasis is on student participation with a goal toward sharpening the students' critical reasoning, written, and public speaking skills. The proposed NJCU First-Year Seminar is based on the successful models of first year programs at Trinity College, Monmouth University, Temple University, and the University of California. The FYE will give Arts & Sciences faculty the opportunity to create innovative courses based on their individual interests, and will allow students to involve themselves during their first semester with rigorous and intellectually challenging inquiry within an area of personal interest.

Sections of FYE which can be offered by all Arts & Sciences departments and programs, including ESL, will be created, coordinated, evaluated, and revised by faculty. Faculty members will teach FYE sections with the aid of peer assistants. Peer assistants will act as mentors to support the students in each seminar by providing general academic assistance and helping the student to adjust to university life. Staff development activities will take place to ensure that faculty and student assistants will be properly trained to deal with all aspects of this seminar.

#### **Learning Goals of FYE**

1. Develop essential academic skills
2. Orient first-year students to college-level expectations
3. Introduce students to college-level research techniques and resources

#### **Institutional Goals**

1. Increase first-year to second-year retention
2. Raise academic standards

Although these seminars, offered by various departments, will vary in theme and content, the following students' competencies will be developed in all seminars:

### **FYE Academic Competencies**

- Critical Thinking
- Writing
- Research
- Public Speaking (including presentation and debating skills)

### **Course Requirements**

Each FYE will have the following academic requirements:

- One 750-1000 word revised critical thinking essay assignment
- One debate, group, or individual oral project
- One research project, utilizing the library and the Internet. which is presented to the class orally.

### **Administration and Scheduling**

FYE courses will originate in Arts & Sciences departments and will follow the university's current procedure for temporary course approval. An FYE Faculty Coordinator will be assigned to assist in issues of scheduling and peer assistant hiring and training. Departmental/program staffing, student enrollment, and programmatic needs shall be a primary criteria in allocating FYE sections to departments/programs. The Office of the Dean of Arts and Sciences shall periodically review the scheduling criteria and implement changes in accordance with department/program needs.

### **Incentive grants**

Instructors may apply to the Dean of Arts & Sciences for an FYE Enhancement mini -grant (up to \$300). The mini-grant would support extraordinary course expenses, i.e. field trips, guest lecturer, etc.

### **Evaluation**

FYE will be evaluated as part of the ongoing evaluation of the new general studies program.

### **Peer Assistant (PA)**

Peer assistants will be hired and trained by the FYE Faculty Coordinator and supervised by the assigned faculty member. To qualify as a peer assistant a student should:

- have a minimum of a 3.00 GPA,
- be a senior or graduate student,
- be majoring in the field, or a closely related field, corresponding to the topic of the FYE course, and
- successfully complete the required PA training.

Peer assistants will be responsible for:

- Helping the students to define their responsibilities (i.e. improving study skills, taking responsibility for their share of the learning experience, meeting assigned deadlines, performing tasks according to direction, learning what university faculty expect, learning time management skills, etc.)
- Conducting group study/tutoring sessions to help students master course work
- Helping students to master academic skills
- Helping students learn about college life and campus resources

Peer assistants are not teaching assistants. Therefore their responsibilities focus on providing support to students. They will not teach class sessions in lieu of the instructor nor will they grade student papers.

## **Appendix 4:**

### **Quantitative and Computer Literacy Area**

#### **Types of courses to be offered:**

This area will include the following types of courses that go beyond the teaching of symbol manipulation or rote computer skills to meet the broader goals of the General Studies Program.

1. Mathematics (post-AUR) will include the use of computers or other computational aids such as graphing calculators and the use of writing to describe the procedures and solutions to problems that involve critical thinking and analysis.
2. Computer Science (AUR math and/or CAT a prerequisite) will place an emphasis on the quantitative aspects of problems to be studied and on the use of writing to describe the analysis and solution of critical thinking or programming problems.
3. Statistics (AUR math and CAT prerequisites) will use computer programs and place an emphasis on written analysis of statistical problems and written interpretation of computational results.
4. Computer Applications (AUR math and CAT prerequisites) are courses in the academic aid/or professional use of applications software appropriate to specific disciplines or interdisciplinary areas of study that include written analysis of typical problems and their solutions.
5. Other courses that combine the features of two or more of the above areas.

All courses in this area will be under the aegis of Arts & Science departments/programs as single department program offerings or interdisciplinary offerings.

#### **Number of courses to be offered:**

1. Mathematics and Computer Science will be allowed to offer the same number of courses as allowed for other departments within their areas.
2. Other departments may offer a maximum of two courses in this area. Interdepartmental offerings are encouraged.

#### **Approval process:**

If courses need to be approved by the area committee, that committee will consist of a representative from Mathematics, a representative from Computer Science and a third representative to be selected by the Mathematics and Computer Science representatives from candidates submitted by other departments/programs in the College of Arts & Sciences.

## **Appendix 5:**

### **GENERAL STUDIES PROGRAM OUTCOMES AND EVALUATION PROPOSAL (Tentative Plan for Review and Consideration)**

#### **Introduction:**

The evaluation of the General Studies program will focus upon the analysis of student learning outcomes. Following passage of the program, the Evaluation and Outcomes Committee will develop an outcomes and assessment document which aligns with the approved program. The committee, which is described below, will work with faculty from the areas to identify the specific learning outcomes related to each of the areas/clusters. The committee will also refine the draft outcomes noted below so they are aligned with the approved program. Together the area outcomes and the AUR outcomes will form the basis of an outcomes document.

#### **Student Learning Outcomes:**

If the General Studies Program is successful, by its conclusion students will be able to:

- Analyze, synthesize, and evaluate readings in various disciplines
- Express complex ideas orally and in Standard Written English.
- Demonstrate skills in critical thinking and creativity, information gathering and literacy, and quantitative and computer literacy.
- Demonstrate an ability to use the methods of analysis appropriate to the AUR and the areas in the General Studies program.
- Reveal their familiarity with certain basic knowledge in a variety of fields.
- Relate the ideas and knowledge of one area to another.
- Demonstrate an understanding and appreciation of disciplines outside their major.
- Evaluate their experience in the General Studies Program.

#### **GSP Outcomes and Evaluation Committee**

The GSP evaluation and outcomes committee which will consist of:

- 1) a representative from each distribution area,
- 2) a representative from the Office of the Dean of the College of Arts and Sciences, and
- 3) the Director of the Office of Institutional Research.

This committee will be responsible for developing the Outcomes and Evaluation Statement of the NJCU General Studies Program, the overall general studies assessment plan including the NJCU General Education Knowledge Profile (described below), administering the Profile and other appropriate evaluation measures, analyzing the data, recommending revisions to General Studies Program when appropriate, and refining the evaluation model and process. (For this work, the General Studies Coordinating Committee recommends that faculty members of the Evaluation and Outcomes committee receive compensation.)

### **Evaluation Model:**

The evaluation/assessment model will include both formative and summative elements. Data will be collected at strategic points to determine whether each component of the GSP, and the GSP as a whole, is effective in helping students achieve specific academic competencies/outcomes and acquire content knowledge in the AUR and area/cluster fields.

#### A. The New Jersey City University General Studies Program Knowledge Profile

##### **1.) Format:**

The Profile will be a three-part, locally constructed instrument:

**Part I:** Items in part one will be multiple choice questions developed to determine whether students know specific facts or general concepts related to AUR and area outcomes. -

**Part II:** Items in part two will be multiple choice questions developed to determine whether the students can use data, abstractions and concepts to analyze concrete situations.

**Part III:** Part three will consist of essay questions designed to assess whether students have academic competencies such as writing, analysis, and the ability to synthesize and evaluate information.

## **2) Ongoing Administration of the Profile**

### **A. Pre-Test:**

Students taking the First-Year Experience will be expected to take the Profile Pre-test. The results will be utilized as baselines for future outcomes analysis.

### **B. Selected Ongoing Assessment:**

Each semester a sample of students enrolled in All Undergraduate Requirement and area/distributive classes will be asked to write an essay as part of their final exam. Appropriate portions of the Profile may also be administered. Randomly selected essays will be reviewed by trained evaluators of Outcomes and Evaluation Committee (not the course instructor) to determine the extent to which the students have developed their writing skills, acquired specific content knowledge, and are able to analyze, synthesize, and evaluate information.

### **C. Summative Evaluation**

Each year students who are about to complete the General Studies Program will be required to take the Profile.

## **B. Additional Evaluation:**

1. Alumni and continuing-student surveys will be conducted to assess the impact of the General Studies Program.
2. The Master Course List, course syllabi, and student transcripts will be reviewed, and faculty/staff and student surveys will be conducted to assess the appropriate implementation of the program.

## **C. Reports and Recommendations**

### **1. Statistical Report**

At the end of each evaluation cycle, the Outcomes and Evaluation Committee will oversee the preparation of a statistical report. Data will be reported as an aggregate without specific classes or sections being singled out.

### **2. Distribution and Review**

Copies of the report will be provided to the Dean of the College of Arts and Sciences and the General Studies Coordinating Committee (GSCC). The GSCC will meet to discuss the implications of the report regarding the strengths and weaknesses of the Program and to develop means to address any weaknesses.

### 3. Recommendations

The Evaluation and Outcomes Committee will submit recommendations to the General Studies Coordinating Committee for review and for suggestions for implementation. The Office of the Dean of the College of Arts and Sciences will carry out incremental revisions relating to procedures. Revisions involving curricular adjustments will be subjected to the traditional governance process.

**Appendix 6:**

**GENERAL STUDIES COORDINATING COMMITTEE**  
**(Official Members)**

**January, 1999**

|                             |                                  |
|-----------------------------|----------------------------------|
| Dr. Alberto Barugel         | Modern Language                  |
| Dr. Deborah Bennett         | Mathematics                      |
| Ms. Christine Carmodey-Arey | Open Writing Lab                 |
| Dr. Kathryn D'Alessandro    | Media Arts                       |
| Dr. John A. DeBrizzi        | Honors                           |
| Dr. Audrey Fisch            | Women's Studies                  |
| Dr. Andrew Getzfeld         | Psychology                       |
| Prof. Barbara Hildner       | English                          |
| Dr. Hyun Hochsmann          | Philosophy/Religion              |
| Dr. Harris Hordon           | Economics                        |
| Dr. Carmela Karnoutsos      | History                          |
| Dr. Clifford Landers        | Political Science                |
| Prof. Adela Martinez        | ESL                              |
| Dr. Robert Matthews         | Business Administration          |
| Prof. David Mulumba         | African/African American Studies |
| Dr. John O'Brien            | Geography/Geoscience             |
| Prof. Barbara O'Neal        | Business Administration          |
| Dr. Treva Pamer             | Chemistry                        |
| Dr. Laura Pannaman          | Biology                          |
| Mr. Andrew Platizky         | OSP                              |
| Dr. Mirtha Quintanales      | Latin American Studies           |
| Dr. Muriel Rand             | ACI                              |
| Dr. Marcia Schlafmitz       | Computer Science                 |
| Dr. Richard Scott           | Music, Dance, Theater            |
| Dr. Phoebe Slade            | Sociology/Anthropology           |
| Dr. Raymond Statlander      | Art                              |
| Dr. Shirley Williams        | Criminal Justice                 |

**Alternate Members and Substitutes**

|                        |                         |
|------------------------|-------------------------|
| Dr. Robert Albrecht    | Media Arts              |
| Dr. Joseph Drew        | Media Arts              |
| Prof. Marilyn Ettinger | Business Administration |
| Dr. Chris Herbert      | Physics                 |
| Dr. Diana Lieb         | Political Science       |
| Dr. Frances Moran      | Political Science       |
| Dr. Christa Olson      | Modern Language         |
| Dr. Alberto Pinkas     | Physics                 |
| Dr. Jose Rodeiro       | Art                     |
| Dr. Barbara Rubin      | Women's Studies         |
| Dr. Edith Villaverde   | Modern Language         |
| Dr. Joseph Weisberg    | Geoscience              |

**Representatives  
of the  
Dean of the College of Arts and Sciences:**

|                               |                            |
|-------------------------------|----------------------------|
| Dr. Antoinette Ellis-Williams | Assistant Dean (1996-1998) |
| Dr. Annette LeSiege           | Assistant Dean             |
| Dr. Joseph Moskowitz          | Assistant Dean             |