



*Effective for first year students entering in fall 2011 and beyond and for transfer students entering fall 2012 and beyond.*

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The innovative new SAS Core Curriculum establishes common goals that, along with a major and minor specialization, prepare SAS graduates for successful lives and careers built on a critical understanding of human behavior, the natural environment, and the individual's role in diverse societies. Conversant with multiple intellectual traditions, modes of analysis, and schools of thought and armed with well-developed communication and reasoning skills, SAS graduates are prepared to meet any challenge!

The distinctive SAS Core Curriculum cultivates and nurtures curiosity by emphasizing the process of inquiry and the creation of knowledge through debate, research, and scholarship. The SAS Core Curriculum incorporates SAS students into the mission of our great research university and arms them with the intellectual resources required for excellence in meeting the rapidly transforming challenges of the 21<sup>st</sup> Century.

The SAS Core Curriculum focuses on the **learning goals** that form the core of a modern liberal arts education at a leading 21<sup>st</sup> Century public research university *and* are sought after by employers *across* occupations and professions. The learning goals clearly articulate *what students will be able to do* upon completion of the Core. Achievement of these learning outcome goals equips our students not just to get a first job, but to excel in that job, advance in that career, and change careers as the demands of the 21<sup>st</sup> Century continue to evolve. At the same time, these goals push students to examine not just "*what*" they want to be, but more importantly, "*who*" they want to be, by exploring their talents, passions, and values.

The SAS Core Curriculum goals permeate all of the SAS's courses and fields of study making fulfillment of Core requirements an integrated part of completing major, minor, and elective credits. Progress in completing the Core is measured not by the number of courses taken, but by the number of goals achieved. Students exercise meaningful choice among courses specifically designed for the Core, traditional introductory level offerings drawn from across disciplines, and advanced course work in particular areas of specialization.

The SAS Core Curriculum begins with four learning goals that bring the diverse and rich intellectual heritage of the liberal arts to bear on the **21<sup>st</sup> Century Challenges** SAS graduates will face as citizens and leaders. Students meet these goals in courses that join multi-disciplinary scholarship with the most pressing issues of the day. Many of the new SAS *Signature* Courses – specially designed courses of grand intellectual sweep focused on questions of lasting importance taught by leading SAS scholar-teachers -- meet these goals and bring students and faculty together in communities of common interest and experience.

By emphasizing the ability to critically examine human behavior, the natural environment, and the individual's role in society, Core learning goals prepare SAS students to be global citizens, strong leaders, and reflective individuals in whatever life path they choose. The Core Curriculum's **Areas of Inquiry** learning goals equip SAS graduates with an understanding of knowledge, research, and the liberal arts and sciences in the 21<sup>st</sup> Century. These goals stretch the boundaries of traditional academic disciplines by leading students back to those pre-disciplinary questions that transcend the divisions and the divergent modes of analysis that fragment human inquiry today.

The SAS Core Curriculum equips SAS students with the **Cognitive Skills and Processes** central to life-long learning and participation in the world of ideas and the corridors of power. Through the Core, SAS students hone their **Writing and Communication** skills and develop their **Quantitative and Formal Reasoning** skills. And, the **Information Technology and Research** goals take SAS students behind facile assumptions to examine the conduits and technologies of information (and misinformation) and their relationship to knowledge in the 21<sup>st</sup> Century information age.

The SAS's exciting new Core Curriculum embodies our belief in and aspirations for our diverse and growing student body and reflects the mission of Rutgers University as a comprehensive public research university leading us into the 21<sup>st</sup> Century.

## CORE CURRICULUM (ratified 5/08)

### The CORE Curriculum Summary of Learning Outcomes

The SAS Core Curriculum focuses on the learning goals that form the core of a modern liberal arts education at a leading comprehensive 21<sup>st</sup> century public research university. Student progress in the Core is measured by the breadth of goals achieved, and a single course can fulfill multiple goals. Students exercise meaningful choice among courses from across disciplines specifically certified as meeting these goals.

Upon completion of the SAS Core Curriculum **STUDENTS WILL BE ABLE TO:**

#### 21<sup>ST</sup> CENTURY CHALLENGES (6 credits) *Students must meet 2 goals.* [21C]

- a. Analyze the degree to which forms of human difference shape a person's experiences of and perspectives on the world.
- b. Analyze a contemporary global issue from a multidisciplinary perspective.
- c. Analyze the relationship that science and technology have to a contemporary social issue.
- d. Analyze issues of social justice across local and global contexts.

#### AREAS OF INQUIRY

**Natural Sciences** (6 credits) – each course meets e and (f or g or both). *Students must meet 2 goals.* [NS]

- e. Understand and apply basic principles and concepts in the physical or biological sciences.
- f. Explain and be able to assess the relationship among assumptions, method, evidence, arguments, and theory in scientific analysis.
- g. Identify and critically assess ethical and societal issues in science.

**Social and Historical Analysis** (see HST and SCL below – all courses meet at least one of h, i, & j)

- h. Understand the bases and development of human and societal endeavors across time and place.
- i. Explain and be able to assess the relationship among assumptions, method, evidence, arguments, and theory in social and historical analysis.
- j. Identify and critically assess ethical issues in social science and history.

**Historical Analysis** (3 credits) - all courses meet one (h, i, j) *Students must meet one (k or l).* [HST]

- k. Explain the development of some aspect of a society or culture over time, including the history of ideas or history of science.
- l. Employ historical reasoning to study human endeavors.

**Social Analysis** (3 credits) - all courses meet one (h, i, j) *Students must meet one (m or n).* [SCL]

- m. Understand different theories about human culture, social identity, economic entities, political systems, and other forms of social organization.
- n. Apply concepts about human and social behavior to particular questions or situations.

**Arts and the Humanities** (6 credits) *Students must meet two goals.* [AH]

- o. Examine critically philosophical and other theoretical issues concerning the nature of reality, human experience, knowledge, value, and/or cultural production.
- p. Analyze arts and/or literatures in themselves and in relation to specific histories, values, languages, cultures, and technologies.
- q. Understand the nature of human languages and their speakers.
- r. Engage critically in the process of creative expression.

#### COGNITIVE SKILLS AND PROCESSES

**Writing and Communication** - (9 credits: 355:101; one WCR (s2); and one WCD (t) *Students must meet 4 goals.* [WC - WC101; WCR; WCD]

- s. (s1) Communicate complex ideas effectively, in standard written English, to a general audience.  
(s2) Respond effectively to editorial feedback from peers, instructors, &/or supervisors through successive drafts & revision. [WCr]
- t. Communicate effectively in modes appropriate to a discipline or area of inquiry. [WCd]
- u. Evaluate and critically assess sources and use the conventions of attribution and citation correctly.
- v. Analyze and synthesize information and ideas from multiple sources to generate new insights.

**Quantitative and Formal Reasoning** (6 credits or 3 plus placement out of 3) *Students must meet 2 goals.* [QQ; QR or placement out of]

- w. Formulate, evaluate, and communicate conclusions and inferences from quantitative information. [QQ]  
(includes various quantitative methods courses as well as 640 courses)
- x. Apply effective and efficient mathematical or other formal processes to reason and to solve problems. [QR]  
(includes 640 courses and formal reasoning courses – or placement out of)

**Information Technology and Research** (3 credits or equivalent) *Students must meet one goal.* [ITR]

- y. Employ current technologies to access information, to conduct research, and to communicate findings.
- z. Analyze and critically assess information from traditional and emergent technologies.
- aa. Understand the principles that underlie information systems.

A SINGLE COURSE MAY BE USED TO MEET MULTIPLE GOALS. ALL COURSES MUST BE CREDIT-BEARING, GRADED COURSES CERTIFIED BY THE SAS FACULTY AS MEETING CORE GOALS (e.g. E credit courses cannot be used to meet goals, nor can Pass/No Credit courses). Generally, students will need to take 10 – 14 courses to complete the Core, some of which may also fulfill major or minor requirements.