

Developmental Program 11/85

Faculty Senate Curriculum Committee

Approval Form

Proposal Title: An Introduction to Critical Thinking

Sponsor(s): Albert C. Shaw Dept.: Philosophy and Religion

Check one: Course Specialization Concentration Achievement Certificate
 Certification Program Major Program Minor Change

Developmental Program, Pre-college (please name: deletion or credit/title/catalog change)

Undergraduate Graduate 3 Credit Hours

<p>Step 1 (Department)</p> <p><input checked="" type="checkbox"/> Approved <u>11/6/84</u> Date</p> <p><input type="checkbox"/> Not Approved</p> <p><i>John E. Whitcraft</i> Dept. CC Chairperson</p> <p><input checked="" type="checkbox"/> Reviewed <u>11/7/84</u> Date</p> <p><i>James H. Grace</i> Chairperson, Dept.</p>	<p>Step 2 (Receipt)</p> <p>SCC# <u>84-50-20</u></p> <p>Proposal Received <u>11/2/84</u> Date</p> <p><i>Dorinda A. Beckley</i> Chairperson, SCC</p>	<p>Step 3 (School CC)</p> <p>Received <u>11/20/84</u> Reviewed _____ Date</p> <p><input checked="" type="checkbox"/> Approved <u>1/2/85</u></p> <p><input type="checkbox"/> Not Approved</p> <p>Comments: <i>Received at a late date without special instructions to indicate pressing need.</i></p> <p><i>Charles E. Johnson</i> Chairperson, School Curr. Comm.</p>
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Step 4 (Academic Dean) **Comments:**

Reviewed 1/4/85
Date

Lee A. Zimmerman
Signature, Dean of School

Step 5 (SCC)

Open Hearing 2/14/85 Approved by Senate Curriculum Committee _____
Date Date

Returned to sponsor(s) for the following reasons:

Step 6 (Faculty Senate)

Presented to Faculty Senate : _____
Date

Approved Not Approved

Notification to Vice-President Academic Affairs _____
Date

Signature, SCC Chairperson

The Department of Philosophy and Religion

Glassboro State College

March 29, 1985

A Proposal to Add to
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*CRITICAL
Thinking*

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84-85-23
DEPT
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An Introduction to Cri

I. Course Characteristics

- A. Course Title. An Introduction to Crit
- B. Sponsor. Albert C. Shaw
Department of Philosophy and Religion
- C. Course Level. Developmental
- D. Curricular Effect. Developmental: to be offered as an option to students desiring a full time program while taking three developmental courses, and as an elective to all other developmental students. Students enter this course in conformity with the specifications established on pages 1, 2, 4, and 5 of the "Developmental Education Advising Handbook" (Appendix C). In essence this means that students required to take three developmental courses will enter the critical thinking course if they desire a full-time program. Other developmental students may also elect this course. Students will leave the course with a passing or failing grade provided by the instructor. Students who fail the course may repeat the course just once if they choose to do so. This seems to be in keeping with the spirit of section d, page 2, of the Handbook code.
- E. Pre-requisites. None
- F. Implementation. If approved, the course will be offered in the fall semester, 1985.
- G. Staffing and Resources.
 - 1. The responsibility for the academic administration of this course rests with the Department of Philosophy and Religion. In meeting this responsibility the Department will act in accord with the policies and procedures outlined in the guidelines for developmental courses provided by the College's Office of Developmental Education.

2. Staff Capabilities Although in recent years critical-thinking instruction has developed almost wholly under the aegis of departments of philosophy and logic, critical thinking has been and is claimed to be an outcome of a variety of courses of instruction, in a variety of disciplines. For this reason, and because this course is so very elementary, it is the considered view of this writer that many Glassboro faculty in a variety of disciplines would be qualified to do this instruction.
3. Library Facilities Present library holdings in logic and language are adequate, provided some provision is made for some additional purchases by faculty engaged in this instruction.
4. Other Resources As An Introduction to Critical Thinking is currently conceived, it is a lecture and discussion course with no unusual needs for special rooms, equipment, or other resources.

H. Short-term Evaluations See Appendix A

II. Rationale for the Course

The very existence of Glassboro, indeed, the long tradition of education in Western civilization is a commitment to the rational way of life. Instruction directed toward improving a student's ability to behave more rationally is thus most obviously appropriate to whatever set of college objectives is currently operative.

Beyond this obvious though important justification for offering this instruction is another: the need that many students have for it. There is a growing hope that instruction in critical thinking may be of help to all students, to students whose academic preparation is strong as well as to students whose academic preparation is weak. For students in college-level programs there are in place, among the offerings of the Philosophy and Religion Department, three courses in logic, each of which contributes in its own way to the development of critical thinking. The Logic of Everyday Reasoning, however, is the course most like An Introduction to Critical Thinking, since the two are so similar in objectives and content, and since they share a concern for informal rather than formal logic. The opportunity for college-level instruction in critical thinking is thus available. With the addition of An Introduction to Critical Thinking the help that instruction in critical thinking can provide will also become available to these special students whose need for it may be greater than that of their more advanced fellows. It is difficult to imagine why Glassboro would deny them this opportunity.

There is yet another sort of student need that is met by this instruction. Hundred's of Glassboro's entering freshmen are academically deficient in reading, writing, and mathematics, and many are deficient in all three. Students who are deficient in all three are required to take remedial courses in each of these fields, and they may not take college-level courses until these deficiencies have been overcome. This relegates all such students to part-time status, and as such they are ineligible for student aid. For the most part these students cannot attend Glassboro without this assistance so that limiting them to 9-hour remedial programs means denying them admission. Thus, one additional reason for offering a developmental critical-thinking course is to make it possible for students to take a full-time

program of developmental instruction.*

III. Essence of the Course

A. Objectives of the Course

An Introduction to Critical Thinking is a course in informal logic which aims at improving students' reasoning in what they say and in how they respond to what others say, in how they argue and in how they approach and solve problems. The list of objectives that follows may not include all of the aims or outcomes associated with actual instruction, but these are typical of what is anticipated. Students who successfully complete this course will

know what conceptions are referred to by terms such as "thinking," "knowledge," "opinion," "truth," "argument," "critical thinking," and the like,

know the distinction between subjective and objective views and the significance of that distinction for critical thinking,

know a number of the most common errors of reasoning as these errors are manifested in ordinary language,

know the significance of this knowledge through exposure to examples of faulty reasoning in contemporary literature and speech,

speak and write more rationally (than they did before taking this instruction) as a result of this awareness of commonly made errors, and as a result of practice and criticism that sharpens that awareness,

*Some members of the Curriculum Committee have expressed a concern over the propriety of this alternative. Those who have, whose curiosity and nescience have combined to pique them into this concern, may rest secure in the knowledge that this proposal was developed in response to President James's suggestion. The proposal also has the support of Vice-President Morris, and since academic policy at Glassboro is ultimately the responsibility of these two officers, fears that the proposal somehow violates College policy are obviously groundless. While President James deserves much of the credit for suggesting this course and the use to which it is to be put, Chancellor Hollander and the New Jersey Board of Higher Education have also earned some recognition. For it is their mandate that students in developmental courses not be permitted to enroll in college-level courses, and President James's conception of this course and its role is a response to that mandate. While this is, to the best of my knowledge, an accurate history of how the course was developed, it is all in my view irrelevant to the proposal. But as there are some whose doubts will not be stilled unless they touch the wound, two relevant documents are attached. The first, Appendix C, is the "Developmental Education Advising Handbook," and designated passages on pages ii, 2, and 5 substantiate the claims made above. Appendix D, a memorandum of November 27, 1984 from Dr. Colm to Dr. Morris, reiterates the relevant points of policy (page 2).

be more able (than they were before taking this instruction) to detect faulty reasoning in the discourse of others, and to avoid faulty reasoning in their own speech and writing,

be more skilled (than they were before taking this instruction) at researching and preparing cogent statements on issues of concern; they will practice careful and thorough observation and apply techniques for clarifying issues, conducting inquiry, interpreting evidence, analyzing the views of others, and making sound judgments.

B. Topical Outline See Appendix B.

C. Evaluation and Grading Evaluation of student learnings will be based on how well students attain these objectives. This attainment is to be measured by tests on materials covered in instruction, papers whose assignments are appropriate to students' capabilities, prepared oral presentations to the class, conferences between individual students and the instructor, and contributions to class discussions. It is anticipated that individual instructors will devise techniques of evaluation that improve on these.

D. Course Evaluation This proposal was approved by the Short-Term Course Committee on May 23, 1984. Three sections of the course were taught under Professors Goodfellow, Shaw, and Taylor in the fall semester of 1984. Some instruments of evaluation were developed in these classes, some still somewhat crude, but a first effort has been made. All three instructors are convinced that most of these students can benefit from this instruction. Generally, two sorts of assessment are planned for judging how well the course succeeds in meeting its own objectives as well as those of the College. (These have been applied in developing the Short-term Course Evaluation. See Appendix A of this proposal.) The first of these are student evaluations. The second is that which is provided by the Curriculum Review Committee of the Department of Philosophy and Religion. This committee utilizes a variety of assessment procedures including, as appropriate, observation of instruction, consultations with instructors, and the study of instructors' notes on preparation and outcomes.

IV. Consultations

The idea for An Introduction to Critical Thinking course originated with President James, who at that time, in December, 1983, was Vice President for Academic Affairs. Following a number of discussions with an ad hoc committee selected to discuss the pros and cons of offering such a course, the present sponsor, with Professors Taylor and Goodfellow, chose to attempt to develop and teach the course the next semester. Approval to do this was granted by the Short-Term Course Review Committee in May.

Early in the present semester, the Department of Philosophy and Religion voted to sponsor a proposal to make An Introduction to Critical Thinking a permanent feature of the College's developmental course offerings. Discussions of the proposal in the Department of Philosophy and Religion reveal the staff to be strongly supportive, and this is attested to in a letter from the Chairperson, Dr. James H. Grace (Attachment #1).

The sponsor has also consulted regularly with Dr. Maxine Colm, Associate Vice President for Academic Affairs, who chaired the ad hoc committee out of which the course emerged: Dr. Colm, in turn, has discussed the development of this proposal with both President James and Vice President Morris, and a letter from Dr. Morris reveals his interest in this course (Attachment #2). Dr. James's interest is reflected in a letter he wrote in July, committing the college to a consortial approach to instruction in reasoning skills (Attachment #3).

The sponsor and other members of the Philosophy and Religion Department, as well as Professors Taylor and Goodfellow, have also consulted with the following persons: Professor Benimoff of the Department of Psychology (Attachment #4), Professor DiObilda, Chairperson of the Reading Department, (Attachment #5), Professor Palladino of the Communications Department (Attachment #6), and Professor Young of the Department of Sociology (Attachment #7).

The many helpful suggestions resulting from these consultations have strengthened this proposal in many ways, and the sponsor and the Department of Philosophy and Religion are appreciative of this assistance and support.



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE
KNOXVILLE STATE COLLEGE
KNOXVILLE, TENNESSEE 37902

November 7, 1984

TO: The Senate Curriculum Committee
FROM: Dr. James H. Grace, Chairperson of Philosophy and Religion
RE: The Proposed Course "An Introduction to Critical Thinking"

At a regularly scheduled meeting on November 6, 1984, the Department of Philosophy and Religion voted unanimously to endorse the course "An Introduction to Critical Thinking" as set forth in the current proposal. This vote represents the culmination of almost a year of planning, discussion, and campus-wide consultation regarding the teaching of logic on a pre-college level. Under the tutelage of Mr. Albert Shaw, most of our faculty have not only learned a great deal about the issues involved in this endeavor but have been increasingly excited about the pedagogical challenge inherent in effectively teaching such a course. I am convinced that we are not only committed to teach this course, but also to providing orientation and guidance for faculty from other departments who would be qualified to staff it.

Signed

A handwritten signature in cursive script, appearing to read "James H. Grace", written over a horizontal line.

James H. Grace, Chairperson

JHG:aa

GLASSBORO STATE COLLEGE
GLASSBORO, N.J.

November 1, 1984

Mr. Al Shaw
Professor
Department of Philosophy/Religion
Glassboro State College

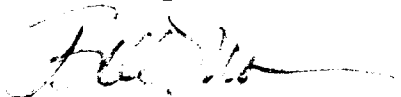
Dear Al:

Maxine Colm told me of your conversation with her about the apparent success of the Critical Thinking course as an addition to our current Developmental Education offerings, and of your wish to evaluate the course now, moving it forward to meet Curriculum Committee deadlines this fall that would permit Critical Thinking to be offered again in Spring 1985.

It is clear in recent literature that Critical Thinking as a pre-college experience is gaining wider acceptance nationally. We should be encouraged, therefore, that your experience with the course confirms that Dr. James took the right step in urging the development of this course for students who showed certain deficiencies when tested for basic skills.

I'll look for the course again at the end of the Curriculum Committee process. Continued success with it.

Sincerely,



William C. Morris
Acting Vice President for
Academic Affairs

cc: Dr. Colm
Dr. Dinsmore
Dr. James

WCM/pd



State of New Jersey

GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028

OFFICE OF THE PRESIDENT
(609) 863-5202

July 23, 1984

Dr. Miles D. MacMahon
Essex County College
303 University Avenue
Newark, NJ 07102

Dear Dr. MacMahon,

Glassboro State College would be pleased to participate in the FICE grant proposal for "Integrating the Teaching of Reasoning Skills Across the Curriculum."

For some time Glassboro has offered several courses in logic which contribute to the development of critical thinking skills and our students can elect an informal logic course, "The Logic of Everyday Reasoning" in fulfillment of their general education requirements. This Fall we will offer an experimental developmental education course "An Introduction to Critical Thinking," to help develop reasoning skills at the pre-college level for students with basic skills deficiencies. Thus, the opportunity to join with other interested state and county colleges in developing approaches to integrate the teaching of reasoning skills across the college curriculum is a project that would give further impetus to our own endeavors.

Professor Albert Shaw of the College's Department of Philosophy and Religion has played a significant role in developing curricula offerings that have enhanced the reasoning skills of our students. If the project is funded I would ask Professor Shaw to represent Glassboro, confident that he would be of assistance in implementing the project's objectives both on campus and at a state-wide level. A consortial approach makes eminent sense as higher education institutions strive to improve student abilities to think more rationally not only in their academic pursuits, but in their lives beyond the collegiate experience. We look forward to working with you and other consortium members in this worthwhile project.

Sincerely,

A handwritten signature in black ink, appearing to read "Herman D. James", written over a circular scribble.

Herman D. James
Acting President

HDJegc

cc: Acting Academic Vice President, William Morris
Associate Academic Vice President, Maxine Colm
Professor Albert Shaw

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State of New Jersey

GLASSBORO STATE COLLEGE
GLASSBORO NEW JERSEY 08028

November 8, 1984

Mr. Albert C. Shaw
Department of Philosophy
Robinson Hall
Glassboro State College

Dear Al,

A number of years ago I was able to write a letter in support of a proposal on your part to develop a course whose major objective it would be to develop and increase critical thinking and reasoning abilities in our undergraduate students. At that time I expressed concern about the difficulty in teaching students whose educational and cultural backgrounds had not sufficiently prepared their critical thinking skills to meet the requirements of the substantive materials- especially concepts and knowledges- which I and other instructors were teaching. It was apparent then, as now, that a specialized directed program would be needed to develop these skills or to remediate those which had ill-prepared them for our subject areas. That is, in a manner of speaking, we are able to teach these students how to apply the critical thinking skills to our subject fields but the students must first have mastered the skills before they can be applied.

I, therefore, wholeheartedly support the proposal for the course. "An Introduction to Critical Thinking". I am particularly gratified by the specific course proposal which has been developed in that it seems to cover, in a thorough manner, the major substantive aspects that one would expect in such a course. The teaching and learning methods recognize the need for direct and directed practice of the concepts of the course, both in written and oral activities. The latter activities also seem to suggest to me that the instructional approach will emphasize the deepening of semantic information processing which is, in my opinion as a psychologist, critical in the development and practice of critical thinking skills and attitudes. The emphasis upon active learning on the part of the student - as indicated by the described activities in the proposal - must inevitably secure a higher level of comprehension and use of critical thinking skills than the more passive modes often attempted in remedial programs.

I look forward to the development and implementation of this course and can foresee only beneficial effects for the students who will have the happy opportunity to take it.

Sincerely,

A handwritten signature in black ink, appearing to read "Murray".

Murray Benimoff
Professor of Psychology

State of New Jersey

GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028

Faculty Senate Director

619-834111

November 6, 1984

Dr. Al Taylor
Glassboro State College
Glassboro, N.J. 08028

Dear Al:

I have read the proposal for the course, An Introduction to Critical Thinking. A course in critical thinking would make a substantial contribution to the general education of Glassboro's students. However, the current proposal has shortcomings which should be corrected before the course is presented to the Curriculum Committee. Below is a list of comments which summarize our discussion. I would be happy to meet with the proposers to explain any of these comments.

1. The proposal uses the term "pre-college". This is a vague term that is not commonly used on this campus. It is also a misleading term. It should be deleted.
2. The title should be changed to just "Critical Thinking." There is no need for the words "An Introduction to . . ."
3. The criteria used to select students is unclear. No specific criteria are stated. Other developmental education courses have clear criteria decided upon by the departments through empowerment by the state.
4. It is unlikely that other members of the college community will endorse another required course which carries no credit toward graduation.
5. If the course "The Logic of Everyday Reasoning" is so similar perhaps the syllabus could be changed to accommodate the intended audience of Critical Thinking.
6. The utilization of staff is an irrelevant objective for any course. Furthermore any college course which requires no special preparation to teach should not be offered. It is unlikely that underutilized staff will retrain to teach a course outside their discipline. There are plenty of opportunities for retraining, but these people have not come forward or have been found wanting.

7. The parts of the course which refer to student research activities may require too much from the intended audience. Many of the developmental education students have extreme difficulty writing a sentence. The research skills alluded to in the proposal are beyond their capabilities.
8. The evaluation and grading procedures are too vague. Other developmental education courses have clear criteria for exit. Furthermore, there is no procedure outlined for those who fail.
9. A serious deficiency of developmental education students is their lack of knowledge about academic subjects and the world in general. Any attempt to teach them to reason about the world ought to be preceded by having them learn information about it.
10. Assigned readings and writing should be preceded by instruction that focusses on "how to do it." The teacher should never assume students will be able to read or write anything without direct instruction.
11. The topical outline is clearly rooted in the philosophical realm and uses the language of philosophers. The course could broaden its scope to include: the contributions of cognitive psychology to our understanding of thinking; the scientific method; reasoning in mathematics and nonverbal material; the power of questioning in guiding thinking; etc.
12. In all, I believe this course could be improved by abandoning the intention to make it a developmental education course. Why not propose a college level course that powerfully address the issues involved in critical thinking. Make it a general education course and offer it as an elective.

Sincerely,



Nicholas DiOmbida
Chairman,
Dept. of Reading/Speech Correction

November 8, 1984

TO: Albert C. Shaw
FROM: Mary Anne Palladino
SUBJECT: AN INTRODUCTION TO CRITICAL THINKING

I wholeheartedly endorse the Introduction to Critical Thinking course. Our instructors of College Composition I and II have discussed often that the students' problems are not necessarily and simply in writing and speaking skills, but also and perhaps moreso in thinking skills. As this course succeeds in helping students "to think more clearly" and "to think clearly about current issues", we should see an improvement in the organization and development of their themes, research papers, and oral presentations. We look forward to that.

MAP/cn



State of New Jersey

GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 07033

November 7, 1984

Curriculum Committee
Glassboro State College
Glassboro, NJ

To Whom It May Concern:

RE: Course Proposal: An Introduction to Critical Thinking

After many sessions of discussing, assessing, and evaluating the need for the above course, several of us including Professor Albert Shaw agreed upon the notion that such an undertaking would be a worthwhile experience on an experimental basis. We met with the members of the short-term course committee who listened attentively to our plan and subsequently approved of having this endeavor initiated in the Fall of 1984. Presently, Professor Shaw, sponsor of the enclosed proposal, is teaching this pilot project. From all indications, the course has had a positive effect beyond our expectations for most students.

Given the success of the initial offering, Professor Shaw is seeking the support of the Curriculum Committee in his attempt to make this program a permanent part of this college's course work. It is a timely request. The college is receiving a group of enthusiastic young people who are excited, apparently, about surrendering themselves to a challenging undergraduate experience. I know this as I am one of the persons teaching the Freshman Orientation Course. Most, if not all, of my class is enrolled in at least one developmental course. Reportedly, they have no aversion to selecting a second developmental program for review or reinforcement with the view of matriculating in more advanced studies. An Introduction to Critical Thinking could serve well those in this college's population who are serious about learning the rudiments of analysis but who are not quite ready to pursue such an endeavor on the more abstract level. Perhaps any student might find this type of offering helpful in the development of critical skills. To be sure, such a curriculum program should be meaningful for those persons who are being given an opportunity to become college trained but have some weaknesses.

Support for making An Introduction to Critical Thinking would be but another step in serving all our students in an innovative, challenging, and stimulating manner.

Sincerely,

Flora Dorsey-Young, Professor
Department of Sociology

New Jersey Institute of Technology, Newark, NJ

V. Additional Information

In this proposal, An Introduction to Critical Thinking has been presented as a "developmental" course, and it seems appropriate to make clear just what is intended by these terms. An Introduction to Critical Thinking is developmental in the following senses: (1) The language in which the material of the course is presented is simpler than that found in the usual college offerings in logic. (2) The amount of reading and study is reduced by half. (3) The content of the study is simplified: Not only is the overall amount to be studied reduced, but topics and subtopics are made very practical and brief. Abstruse theoretical topics are eliminated, practical illustrations illuminate every discussion, and the course culminates in a set of student presentations and discussions of problems of current interest. (4) An effort is made to adapt the content and instruction to the needs of the student deficient in academic skills.

A question frequently raised concerning a course proposal is whether the course as conceived duplicates another course already offered. This is not the case here, for An Introduction to Critical Thinking is unique in at least three respects: First, it is unique in its concern and content, as there is no other course dedicated to developmental instruction in informal logic at Glassboro. More specifically, there is no other course for developmental students whose whole concern is with correctness in thinking beyond the confines of a particular discipline. Second, the course is unique in its distinction from courses in formal logic. Formal logic is a highly abstract and technical study which, while it is most surely related to the errors of everyday thinking, is yet so dedicated to symbolization and to very complex operations with its symbols, to coming to grips with the general rather than with the particular, that it has little concern for the relatively 'minor' matters of common practice that are considered here. Third, the course is unique in its distinction from courses in language because its focus is not on the correction of errors in language usage, but on the correction of errors in thinking that may or may not be reflected in errors in language usage.

VI. Catalog Description

An Introduction to Critical Thinking is a developmental course in informal logic that aims at improving students' reasoning in what they say and in how they respond to what others say, in how they argue and in how they approach and resolve problems. Instruction aims at improving reasoning through a clear exposition of the fundamental concepts underlying informal logic, through an exposure to common logical fallacies as these appear in ordinary language, through a study of principles and procedures for conducting and reporting inquiry, and through a carefully supervised exercise in inquiry and reporting conducted by each student. Supplementary readings enhance and reinforce the studied principles and procedures. Opportunities are provided for practice at discovering and overcoming the student's own logical faults in his writing and his speech.

Appendix A

Short-term Course Evaluation

Two sorts of assessment have been used to develop an evaluation of this course. The first of these is a set of evaluations by students presently taking the course, in section 5701 taught by the sponsor of this proposal. The second assessment is that made by the Curriculum Review Committee of the Department of Philosophy and Religion. The students' evaluations are discussed immediately below, while the report of the department curriculum committee follows that.

Student Evaluations

As the college's student evaluation forms are used primarily for the evaluation of instructors and their instruction, and as this was not to be the purpose of this evaluation, the course instructor chose to employ an alternative instrument. This amounted to asking his students to write a brief evaluation of the course.

It was carefully pointed out that students were not to evaluate the instructor but to judge the contribution of what they had been studying to the improvement of their thinking. The instructor emphasized that he would not be displeased with whatever evaluation a student made, that the material of the course was new and experimental so that it might not work at all, and that the instructor and others were very interested in the students' views because a decision whether to continue the course had to be made very soon. Students understood that their papers were to be graded, but only on the basis of the clarity and correctness of the writing.

4 After these points were made, the following was presented to the students as that to which they were to respond:

Think over what we have studied since the beginning of the term. Has this study been of any help to you in your thinking? Much help? Little help? No help? Keep in mind that you are evaluating what you have studied, not Mr. Shaw or his teaching. Answer briefly, and as honestly and clearly as you are able.

The students' responses were read by the instructor, and their evaluations were converted to a five-point scale. "1" indicates the study was very worthwhile, and "5" indicates the study was of little or no worth. The student responses were also read by Professor Taylor, who teaches another section of this course, and he concurred in the assignment of scores. The following lists the frequency of choices by scores:

1: *****
2: *****
3: **
4: **
5: **

Appendix A

Short-term Course Evaluation Continued

The students' evaluations have not been included in this proposal, but they are available on request.

Department Curriculum Committee

The report of the Committee follows.

TO: Members of the Faculty Senate Curriculum Committee
FROM: John E. Whitcraft, Chairperson, Curriculum Review Committee,
Department of Philosophy and Religion
RE: The proposal to offer a course to be called
AN INTRODUCTION TO CRITICAL THINKING

I have just finished reading Professor Albert Shaw's very carefully thought out proposal for a new course in applied logic for students who are not quite ready for one of our regular logic courses. I have also read through somewhat less carefully the lesson plans he has developed for the first nine sessions of that course. I am very impressed by both the quantity and the quality of his work. I enthusiastically support the proposal that we approve and offer this course as soon as possible.

Since the college has already committed itself to these students by offering remedial courses in reading, writing, and math, I can't imagine how we could deny them an experience which would complement those courses so well and provide them with the tools they will need to go on with the remainder of their college work. It would seem that a course like this would make every subsequent course more valuable and greatly increase their chances of finishing college. Even those students who don't go on to finish should benefit from this course for the rest of their lives.

I agree that any of our faculty should be able to teach this course, given a reasonable amount of guidance and a proven package of materials. Since this course will be taught by many professors from many departments, I would recommend that we develop an approved list of textbooks for the course similar to the list provided for the remedial writing course by the Communications Department. The book by Ruggiero, which is now being used by Professor Shaw, would certainly meet our needs at the outset of the project and serve as a model for other books to be added to the approved list.

Although I do predict that we will scale down our expectancies once the course is fully in place, I do indeed recommend that we do our best to follow Professor Shaw's schedule as closely as possible at the outset of the program. My only objection to the present general format is the closing unit. I don't think it would work for everyone trying to teach this course. I am sure that Professor Shaw would be the first to endorse the idea of letting each instructor work out the culminating experience in his or her own way.

Appendix B

An Introduction to Critical Thinking

Topical Outline

In large part, the topics in this outline have been suggested by topics discussed in the text, A Guide to Critical Thinking, by Vincent R. Ruggiero (Palo Alto, Ca.: Mayfield Publishing Co., 1984). This use of Ruggiero's topics does not imply a commitment to this text. What is implied is that a text like this one appears to this writer to be appropriate for this course at this time. Ruggiero's book should thus be considered merely illustrative of what an appropriate text would be like, just as these suggested topics are merely illustrative of the sorts of topics that are appropriate to this course conception. At best, any such text serves as an aid in the initial effort to develop a course such as this. Only as an interested and competent instructor begins to teach the course, only as he interprets his experience and the instructional insights it produces can one expect a really adequate syllabus to emerge.

An Introduction to Critical Thinking is a course designed to develop four major concepts. These concepts are to be presented in the sequence indicated, since each succeeding concept is illuminated and prepared-for by the one that precedes it. The following titles identify the four concepts:

- I. Logic and Thinking
- II. Common Failings in Everyday Thinking
- III. How to Think More Clearly
- IV. Thinking Clearly about Current Issues

There are two supplementary study requirements. The first is this: Throughout the study of all four of these topics students are to be required to read certain materials prescribed by the instructor, materials that supplement whatever might be studied in a course textbook. These readings would illustrate and exemplify critical thinking or some principle associated with critical thinking, and they would be very carefully and thoroughly reviewed by both students and instructor. This endeavor might be supplemented with additional appropriate readings if critical-thinking topics can be coordinated with assigned readings in the developmental reading program.

The second supplementary study requirement is this: In addition to their study of the textbook and their completion of these readings, students should be given many opportunities to apply the principles they learn to claims, arguments, and problems of the sort they are likely to encounter in their daily experiences. Such exercises are often found in textbooks, but where they are not they ought to be provided by the instructor.

What follows are elaborations of each of the four major topics listed above. These explanations and topics are intended for consideration by members of the faculty and other college professionals. They are not intended for students taking the course.

I. Logic and Thinking

"Logic and Thinking" is developed with two purposes in view: First, it is essential to establish some rudimentary understandings of such terms as "thinking," "knowledge," "opinion," "truth," "argument," and "critical thinking." Second, it is equally essential to reveal that certain attitudes and false notions interfere with critical thinking. Associated with this second purpose is the student's discovery of his subjectivity, of the distinction between subjective and objective viewing, and of the significance of this for critical thinking.

More specifically, these purposes are conceived to be attained through instruction that considers such topics as the following:

1. Some Hindrances to Successful Thinking: How One's Subjective Biases Interfere with Objective Discrimination
2. The Difficult Task of Transcending One's Subjective Biases to Attain Objectivity in Judgment
3. The Nature of Human Thinking Is Unexplained but the Accomplishments of Thinking Can Be Known and Discussed
4. Critical Thinking Characterized by Intentions and Accomplishments
5. Cautious Skepticism, Suspended Judgment, and Question-raising Are Characteristics Associated with Critical Thinking that Are Achieved through Self-discipline
6. Like that of Thinking, the General Nature of Knowing Is Unexplained
7. Knowing Is Affected by and Reflected in Certain Attitudes and Behaviors, and It Is with These that We Are Concerned
8. Aspects of Knowing: Knowledge, Realization, Expression, Source, Verification
9. The Nature of Opinion and The Many Roots of False Opinion
10. Characteristics of Sound Opinion and Guides to Attaining Sound Opinions

II. Common Failings in Everyday Thinking

"Common Failings in Everyday Thinking" is a study of several of the most commonly committed types of fallacious reasoning. The main purpose of this study is to know these fallacies and, by knowing them, to be made able both to detect them as they are used by others, and to avoid using them in one's own discourse.

These purposes are conceived to be attained through instruction in topics such as the following:

1. Subjectivity and Ethnocentricity Undermine Critical Thinking

2. Resistance to Change Is Rooted in Personal Insecurity
3. Positive and Negative Aspects of Conformity
4. The Nature of Face-saving: Its Causes and Effects
5. The Nature and Uses of Stereotyping
6. Positive and Negative Aspects of Accepting "Common Sense"
7. The Fallacy of Oversimplification
8. The Fallacy of Adopting or Accepting Unwarranted Assumptions
9. Multiple Fallacies in Ordinary Discourse

III. How to Think More Clearly

"How to Think More Clearly" is intended to help the student develop a variety of skills that will enhance his ability to avoid fallacious reasoning, to comprehend more easily and more truly longer and more complex statements, to interpret data, and to arrive at sound judgments. In this study he becomes more skilled at researching and preparing cogent statements on issues of current concern: The importance of careful, thorough observation is stressed; techniques are provided for clarifying issues, conducting inquiry, interpreting evidence, analyzing the views of others, and making sound judgments.

These aims are conceived to be attained through instruction that considers topics such as the following:

1. Knowing One's Strengths and Weaknesses Contributes to Skill at Critical Thinking
2. The Need to Develop a Habit of Accurate, Thorough Observation
3. Limiting Consideration to the Essentials Organizes Thinking More Efficiently
4. Inquiry and its Component Tasks
5. What It Means to Interpret Evidence
6. Procedures for Making and Evaluating Interpretations of Evidence
7. Analyzing and Evaluating Long and Complex Statements
8. The Nature of Judgment
9. The Cautions and Restrictions that Characterize Sound Judgments

IV. Thinking Clearly about Contemporary Issues

"Thinking Clearly about Contemporary Issues" is intended to be the culminating activity of this course. It calls for the student to apply all of the principles and skills he has learned to the completion of a small research project.

The student ought to have an opportunity to gather data, clarify issues, conduct inquiry, interpret evidence, analyze and evaluate conflicting claims, and arrive at a sound judgment. He is called on to demonstrate the skills developed in part III, as well as those more general skills and understandings that he has acquired throughout the course.

Individual instructors will implement this intention in a variety of ways. One possible way would be to assign distinct topics concerned with current social problems to each student. The student would then be asked to present a written report to the instructor, and an oral report, based on his findings, to the class.

Instruction leading up to the presentation of these reports ought to review the techniques for preparing reports that were developed in part III -- the nuts and bolts of how to write a paper. Students should be encouraged to raise questions concerning the work they are doing, and assistance by the instructor might range between explanations to the entire class and individual consultations with students.

Appendix C

D E V E L O P M E N T A L E D U C A T I O N

A D V I S I N G H A N D B O O K

1 9 8 4 - 8 5

G L A S S B O R O S T A T E C O L L E G E

Notes on pages
ii, 2, 4, and 5.

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Placement Policies and Procedures

a. The policy and program at Glassboro State College that pertain to testing for basic skills and the program for the remediation of skill deficiencies of students are based on the policy of the Board of Higher Education approved December 19, 1980 as follows:

Administrative Code 9:2-8.1

Basic Skills for College Level Work

- (a) All students matriculating as freshmen, whether admitted through the regular or exceptional procedure at each institution, must take the New Jersey Basic Skills Placement Test. All students found deficient in any of the basic skills according to the standard of the institution are to be placed in the appropriate remedial classes in the first semester.
- (b) Remediation of skills deficiencies normally should occur no later than by completion of the freshman year. Prior to pursuing an academic curriculum in depth, those students who entered the college with unacceptable preparation in the basic skills must have raised their performance to a level deemed appropriate by the college. The college may wish to use satisfactory course performance or some standardized assessment technique to make such judgments. The college also must ensure that graduates have mastered reading, written English, and mathematical concepts.
- (c) In the administration of these policies, no credit toward a baccalaureate degree may be awarded for basic skills courses. Colleges may grant credit toward the baccalaureate for satisfactory performance in college level academic courses that have an additional skill component.

The provisions in the policy statements, approved by the Faculty Senate April 9, 1976 and modified June 7, 1977, were approved by the President, along with the further modification of modes of instruction as approved by the Faculty Senate and the Vice President for Academic Affairs.

- b. The program for the Academic Year 1984-85 is as follows:
 - (1) All freshmen students admitted for the Fall Term, 1984

Developmental Education before students are officially registered for courses for the Fall Term, 1984. Students are notified by mail and assigned a test date.

- (2) The coordination of administering, scoring and reporting the results of the New Jersey Basic Skills Placement Test to students and college offices is the responsibility of the Office of Developmental Education.
- (3) The Departments of Communications, Mathematics, and Reading, the Deans of these departments and the Vice President for Academic Affairs have the responsibility to provide the required courses and registration space to accommodate all students required to register for the Developmental Education courses.

All students must register with the Registrar for all developmental courses

- (4) The responsibility for the registration of all students in the required courses is the responsibility of the Office of the Registrar.

c. Full-time students are required to enroll in the appropriate Developmental Education course(s) during their first semester at Glassboro State College. This registration has first priority. Part-time students needing the Developmental Education courses should enroll as soon as possible but no later than the first semester after their cumulative credits equal 12 or more.

All students with deficiencies must make them up by a time they complete 24 s.h. of course work.

d. Students exhibiting a measurable deficiency are required to complete successfully a special Developmental Education course appropriate to that deficiency. Full-time students (those registered for at least 12 hours per semester or 24 hours per academic year) must complete Developmental Education requirements within one academic year of matriculation. Part-time students and those who have registered for less than 24 hours within one academic year must complete these requirements within the first 24 hours for which they register.

e. Students required to enroll in a remedial Algebra course will be required to complete all remedial math courses within the first four semesters of enrollment, provided there has been continuous enrollment from the first semester of matriculation.

f. EOF students will be required to complete all remedial courses within the first four semesters of enrollment, including the pre-freshman summer program.

Students who fail to complete all developmental requirements in the prescribed time are to be dismissed

g. Students who fail to complete all Developmental Education requirements within the prescribed time will be dismissed. The normal academic dismissal process will be used. Students should not be placed on probation unless there are truly extenuating circumstances. Action may be delayed for students enrolled for a summer remediation program.

Placement policies are monitored by the DEO and enforced by the AA

h. Placement policies are monitored by the Developmental Education office and enforced by the Vice President of Academic Affairs.

DEVELOPMENTAL EDUCATION COURSE OFFERINGS

Current Offerings:

Reading

Improving Personal Reading Skills	3.0 credits
Reading and Study Skills	1.5 credits

Writing

Improving Personal Writing Skills	3.0 credits
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Math

Computation A	1.5 credits
Computation B	1.5 credits
Algebra A	1.5 credits
Algebra B	1.5 credits

Anticipated: (Short-term course offering -
Fall 1984)

Critical Thinking	3.0 credits
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SUGGESTED PROGRAM DESIGN FOR STUDENTS WITH BASIC SKILLS DEFICIENCIES

students with 3 developmental courses will take critical thinking course, if they wish to take a fourth course (full program). If there is no critical thinking course available, students may take a 100 level general education course as a fourth course. The "or" in part B is not a true disjunction, according to Mrs. McFadden. She says that the 100 level course may be taken only if there is no critical thinking course available.

Level One

Three Deficiencies: Reading, Writing, Mathematics

- A. Three basic skills courses 9 credits
- B. Critical Thinking (if approved as short term course offering, Fall 1984) 3 credits

or

Additional 100 level course from General Education Guide that does not draw heavily on skill deficiency.

Level Two

One or more deficiency: More than a 1.5 credit course required in basic skills.

- A. Courses in area(s) of identified skill deficiency up to 7.5 credits
- B. Critical thinking (if approved) 3 credits
- C. One or more 100 level courses from General Education Guide that do not draw heavily on area(s) of skill deficiency 3 credits

Level Three

Less than one basic skill deficiency

- A. 1.5 course in Reading and Study Skills or Algebra B 1.5 credits
- B. Critical thinking course strongly recommended 3 credits
- C. General Education courses at 100 level with advisement cognizant of skill deficiency in assisting students in course selection 9 credits

Level 1

SUGGESTED PROGRAM DESIGN

Students who need a three credit course in each skill area of Developmental Education.

Purpose of Level 1 Curriculum:

The suggested program design for level 1 students (students taking 3 developmental courses) incorporate also a course in critical thinking.

1. To provide opportunities for achieving basic competencies in reading, writing, computation and algebra skills.

2. To provide an opportunity for the development of skills in problem solving, analysis, critical thinking.

FIRST SEMESTER

First Quarter

	<u>Credits</u>
Improving Personal Reading Skills	
Improving Personal Writing Skills	
Computation A	(1.5)
Critical Thinking* (if approved as short term course for Fall 1984)	

Second Quarter

Improving Personal Reading Skills	(3.0)
Improving Personal Writing Skills	(3.0)
Computation B	(1.5)
Critical Thinking*	(3.0)

In a foot note appended to the listing of the critical thinking course, the substitution of a 100-level general education course for the critical thinking course is mentioned. Mrs. McFadden explains that that substitution may be made only if there is no critical thinking course available.

Total 12 credits

* Note: If General Education course substituted, course must be a 100 level and to the extent possible, not draw on areas of skills deficiency.

Level 2
SUGGESTED PROGRAM DESIGN

Students who have need of more than 1.5 credit course but less than 3 (3 credit) remedial courses.

Purpose of Level 2 Curriculum:

1. To provide a program for those students whose academic preparations need to be strengthened before enrolling in college-level courses in certain areas.
2. To provide an opportunity for development of skills in problem solving, analysis, critical thinking.

Sample Model:

<u>FIRST SEMESTER</u>	<u>Credits</u>
<u>First Quarter</u>	
Reading and Study Skills Improvement	1.5
Improving Personal Writing Skills	
Computation B	1.5
Critical Thinking (if approved as short term course for Fall 1984)	
<u>Second Quarter</u>	
Improving Personal Writing Skills	3.0
Algebra A (B)	1.5
Critical Thinking (if approved)	3.0
	10.5 credits in Basic Skills
General Education Course*	3.0
	13.5

*Note: General Education course must be at 100 level and to the extent possible, not draw on areas of skills deficiency.

Level 3

SUGGESTED PROGRAM DESIGN

Purpose of Level 3 Curriculum:

To provide a program for those students who need minimal remediation.

FIRST SEMESTER

Reading and Study Skills or Algebra B	1.5 credits
Critical Thinking course (if approved) strongly recommended	3 credits
General Education courses at 100 level	9 credits

Note: Student needing algebra remediation cannot take courses in Math/Computer Science until successful completion of Algebra B

13.5 credits

GENERAL EDUCATION GUIDE

This guide lists all courses approved for use in fulfilling the General Education requirements for the B.A., B.S. and Specialized Degree Programs at Glassboro State College as of July 1983. Also included are the credit hour distribution for General Education and the total program requirements for the B.A., B.S. and Specialized Degrees.

These requirements must be met by all Freshmen admitted to the college commencing Fall semester 1983. Transfer and readmitted students with less than 26 s.h. of credit entering Fall semester 1983 or thereafter must

also meet these requirements.

Courses which do not appear on this guide may not be used to fulfill the General Education requirements. Students may take no more than two courses from any one discipline within any one of the five General Education areas of study. In addition, most academic departments offering undergraduate majors have specified some General Education courses which must be taken if students are majoring in these programs. Students must contact their major/department advisor to determine these required General Education courses.

Credit Hour Distribution by Degree

General Education Areas	B.A.	B.S.	Specialized
Communications (written/spoken)	6	6-9	6
Science and Mathematics	12	12-16	6-12
Social and Behavioral Sciences	18	12-15	12-15
History, Humanities and Language	18	12-18	12-15
Arts	6	3-6	6
General Education Total	60	48-54	42-48
Major requirements	30-39	60-64	60-72
Free Electives	21-27	10-17	12-24
Health and Physical Education	3	3	3
Minimum Total	120	128	132

NOTE: Where a range of credits (minimum/maximum) is indicated, students should consult with their major/department program advisor regarding the specific number of credits required for their particular undergraduate degree program. Because of additional requirements for certification, Teacher Education programs generally do not have free electives. These programs may also require more than the minimum total semester hours of 128 for graduation and teacher certification.

APPROVED GENERAL EDUCATION COURSES

COMMUNICATIONS (Written/Spoken)

■ Communications		○ ■ English	■ Speech/Theatre/Dance		
101-102	Fund. of Communication I, II	101	Expository Writing	105	Voice and Articulation
304	Advanced Writing			202	Public Speaking
				320	Interpersonal Speech Communication

SCIENCE AND MATHEMATICS

■ Math/Computer Science		■ Physical Sciences		■ Geography/Anthropology	
100-101	Elementary Statistics I,II	100-101	Geology I,II (Lab)	101	Physical Geography
102	Intra. to Computer Science	100-101	Gen. Inorganic Chemistry I,II (Lab)		
110	Experiencing Mathematics	110	Prin. of Physical Science		■ Home Economics
121	Intermediate Algebra	110	Prin. of Earth Science	200	Basic Nutrition
122	Precalculus Mathematics	120	Selected Topics in Physics		
* 130-131	Calculus I,II	120	Astronomy		■ Industrial Educ./Technology
202	Intra. to Geometry	200	Meteorology	365	World Energy Resources
		200-201	Physics with Calculus I,II		
	■ Life Sciences	202-203	Physics non-Calculus I,II (Lab)		
* 100-101	Biology I,II (Lab)	211	Observational Astronomy		
100	Intra. to Natural Resources	302	General Chemistry (Lec.& Lab)		* 4 s.n.
340	Human Biology				

APPROVED GENERAL EDUCATION COURSES

SOCIAL AND BEHAVIORAL SCIENCES

<p>■ Economics</p>			<p>■ Psychology</p>			<p>■ Home Economics</p>				
101	Intro. to Economics-Macro	101	General Psychology	302	Contemp. American Family	102	Intro. to Economics-Micro	303	Consumer Roles	
<p>■ Geography/Anthropology</p>			<p>■ Sociology</p>			<p>■ Industrial Educ./Technology</p>				
102	Cultural Geography	102	Psychology of Human Behavior	101	Man and Technology	111	World Regional Geography	302	Found. & Implications of Technology	
111	Intro. to Physical Anthropology	103	Exper. in Humanistic Psychology	<p>■ Law/Justice</p>			201	Intro. to Cultural Anthropology	275	Survey/Criminal Justice
201	Geography of U.S. and Canada	300	Child Development	120	Intro. to Sociology	452	Crim. Just./Soc. Conflict	490	Problems in World Justice	
202	Intro. to Cultural Anthropology	<p>■ Communications</p>			<p>■ Math/Computer Science</p>			265	Computers and Society	
201	Geography of U.S. and Canada	203	Mass Media and Influence	220	Sociology of the Family					
310	Indians of North America	221	Social Problems	221	Social Problems					
350	Comparative Cultures	269	Self and Society							
<p>■ Political Science</p>										
100	Intro. to Political Science									
110	American Government									
230	Comparative Political Systems									
231	Contemporary World Problems									
310	American Constitutional Law									

HISTORY, HUMANITIES AND LANGUAGE

<p>■ English</p>			<p>■ For. Lang. & Lit. (cont.)</p>			<p>■ Philosophy/Religion</p>				
110	Masterpieces of English Lit.	** 103	Accel. Elem. Spanish	100	Religion and Modern Man	113	Masterpieces of American Lit.	110	Logic of Everyday Reasoning	
123	Experiencing Literature	201	Intermediate Spanish I	110	Intro. to the Bible	116-117	Masterpieces of World Lit. I,II	110	Intro. to Philosophy	
<p>■ Foreign Languages & Literature</p>			211	Spanish Read. & Convers.	120	Intro. to Logic				
101-102	Elementary French I,II	345	Mstpcs. Spanish Lit. in Trans.	130	Intro. to Eastern World					
201-211	Intermediate French I,II	345	Mstpcs. French Lit. in Trans.	213	Religions of Western World					
101-102	Elementary German I,II	101-102	Elementary Latin I,II	214	Religions of Western World					
201-211	Intermediate German I,II	201-202	Intermediate Latin I,II	250	Intro. to Ethics					
101-102	Elementary Italian I,II	101-102	Elementary Hebrew I,II	<p>■ Communications</p>						
201-211	Intermediate Italian I,II				280	Semantics				
101-102	Elementary Russian I,II	100	West. Civilization to 1660	380	Linguistics					
201-211	Intermediate Russian I,II	101	West. Civilization since 1660							
101-102	Elementary Spanish I,II	150	U.S. History to 1865							
			151	U.S. History since 1865						
			170	Issues in American History						
			<p>** 6 s.h.</p>							
			<p>■ History</p>							
						<p>■ Foundations of Education</p>				
						250	History of American Educ.			

ARTS

<p>■ Art</p>			<p>■ Music (cont.)</p>			<p>■ Speech/Theatre/Dance (cont.)</p>			
100	Intro. to Visual Arts	115	Growth & Development of Jazz	436	Dance History	110	Experiencing Art	440	Contemporary World Theatre
130	History of Art	117	Expressing Music						
131	History of American Art	118	Music Fundamentals						
220	Modern Art	<p>■ Speech/Theatre/Dance</p>							
300	Workshop in Art	130	Living Theatre	270-271	Film History & Appreciation I,II				
<p>■ Music</p>			135	Elements of Dance	373	Communication Tech. in Film			
102	General Music History	135	Oral Interpretation of Literature						
109	Music Appreciation	339	History of Theatre to 1640						
			340	History of Theatre 1640/1914					
			<p>■ Industrial Education/Tech.</p>						
						301	Expression thru Materials		
						330	General Photography		

(Unless noted, all courses are 3.0 s.h.)

Approved by Faculty Senate Curriculum Committee, Faculty Senate and Vice President for Academic Affairs June, 1983.

DEVELOPMENT OF COURSE SCHEDULE FOR STUDENTS
WITH SKILLS DEFICIENCIES*

Group A

Tested and pre-registered:

Schedules revised by Learning Skills Center and Registrar to accommodate developmental education requirements

Group B

NON-registered and tested:

Schedules revised during Orientation to accommodate developmental education requirements

Group C

Non-registered and Non-tested:

When tested will be given a MODEL program if found to have deficiencies in basic skills

*Note: Students without identified skill deficiencies will receive advisement by major or Academic Advisement Office as appropriate



Notes on page 2.

State of New Jersey

GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028

OFFICE OF THE VICE PRESIDENT
FOR ACADEMIC AFFAIRS

Appendix D

November 27, 1984

TO: Dr. William Morris, Vice President for Academic Affairs
FROM: ^{M. Colm} Maxine Colm, Associate Academic Vice President
SUBJECT: Update, Glassboro State College
Developmental Education Program

This July the Chancellor transmitted the "Fall 1983 Report on the Character of Remedial Programs in New Jersey Public Colleges and Universities" to the Board of Higher Education (BHE). In the letter of transmittal, the Chancellor called the Board's attention to certain elements in the administration of the basic skills programs. He asked for an update from each of the New Jersey public higher education institutions setting forth their policies and practices in providing remediation for students with identified skill deficiencies.

The data presented for Glassboro indicated that the College's developmental education program is in compliance with BHE policy requiring the testing of all entering students and the enrollment of skills-deficient students in remedial courses. The following abstract outlines the specific concerns enumerated by Chancellor Hollander and the initiatives Glassboro has taken to address these areas.

Percent of Students Tested

Consistent with BHE policy, the New Jersey Basic Skills Test was administered to all full and part-time students entering Glassboro in the Fall of 1983. College policy requires that all in-coming students and transfer students with 24 credits or less take the New Jersey Basic Skills Test upon Admission.

Placement Standards

At the state colleges, cut-off scores on the New Jersey Basic Skills Test are determined by the academic departments at each college which offer skill remediation in a subject area. The State Colleges Basic Skills Advisory Committee has compared student test data from the several campuses and provided benchmarks against which locally developed cut-off scores can be

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measured. Glassboro's standards for determining student need for remediation in the three basic skill areas--reading, mathematics and writing--are above the median cut-off scores used by the state colleges.

Enrollment in Remedial Courses

BHE policy requires the enrollment of entering full and part-time students in appropriate basic skills courses where testing indicates a need for remediation.

In the Fall of 1984, 36% of Glassboro's entering student body was identified as needing remediation in Reading, 28% in Writing, 32% in Computational Skills and 60% in Elementary Algebra. 97% of the full time students and 93% of the part-time students identified as having a deficiency in one or more of these basic skill areas were enrolled in an appropriate developmental education course. Particular efforts have been made this year to encourage part-time students to complete coursework in the basic skills as soon as possible and to design a program of college-level study that does not draw heavily on areas where skill deficiency has been identified.

Graduation Credit For Remedial Courses

The instructional content of developmental education courses in Mathematics, Writing, Reading and Critical Thinking has been designed at a pre-college level. Credits earned in basic skills courses, therefore, are not counted toward graduation.

Permitting Skills Deficient Students to Enroll in College Level Courses

The College's current Freshman Advising Program does not permit students to enroll in college level courses until they have achieved proficiency in the basic skills. Starting in the Fall of 1984, students identified as needing remediation in one or more of the basic skills may only enroll in 100 level General Education courses and in subject areas that do not require mastery of that basic skill(s). Academic program advisors and the College's Advising Office closely monitor course selection to assure that entering students do not enroll in college level courses for which they are not adequately prepared. Students identified as deficient in the three basic skills cannot take any college-level courses until there has been successful remediation in at least one skill area. These students may elect a pre-college level course in Critical Thinking if they wish to maintain full-time status.

Students deficient in 3 areas may take no college level course until at least one deficiency has been remediated. Students with 3 remedial courses may take critical thinking as a fourth course if they desire a full program.

Elementary Algebra

Glassboro has maintained a proficiency requirement in Elementary Algebra for a number of years. Students identified as deficient in Mathematics must demonstrate competency in Computational Skills as well as in Elementary Algebra upon completion of the developmental education course.

In summary, developmental educational offerings at Glassboro meet the letter and the spirit of the Board of Higher Education's policy mandates for administration of an effective basic skills program. Particular emphasis has been placed in 1984-1985 on assuring that skill-deficient part-time students are tested and successfully complete remedial coursework during their first year of college study.

April 6, 1983

TO: Senate Curriculum Committee
FROM: ^{HRC} Howard R. Cell, Philosophy/Religion Department

I should like to urge you to approve the proposed change of course title from "Religion and Modern Man" to "Introduction to Religion." Not only will this change eliminate the sexist language in the present title, but it will also establish an appropriate parallel between the titles of the introductory level courses offered by our department: "Introduction to Philosophy" and, if approved, "Introduction to Religion." Such a parallel between the titles, moreover, would more accurately reflect the fact that there is a similar purpose or objective for the two courses these titles denote: to introduce students to philosophical inquiry, on the one hand, and to religions studies, on the other. The title "Religion and Modern Man" fails to convey this purpose to the student, and should be changed to the proposed title, which I believe would succeed in doing so. For these reasons, then, I hope that you will approve the proposed title change - a change which in my opinion is long overdue.

HRC:aa

Proposed Change in Course Title: From Religion and Modern Man
To Introduction to Religion

Rationale:

1. The proposed title contains a more accurate description of the course content.
2. The course is comparable to ones taught at other institutions, the overwhelming majority of which bear the title "Introduction to Religion."
3. The proposed title would bring the nomenclature of religion studies into line with that of other academic disciplines, e.g., Introduction to Philosophy; Introduction to Political Science, etc.
4. The use of the allegedly generic "Man" in a course title has become a highly questionable practice in a learning situation where at least half of the students are female.