

**ATTENDEES:** Terri Allen, Herb Appelson, Gina Audio, Lori Block, Kate Boland, Keith Brand, Robert Bullard, Joe Cassidy, Bruce Caswell, Hanmei Chen, David Clowney, Jennifer Courtney, Patrick Crumrine, Ron Czochor, Denis DiBlasio, Tom Doddy, Carol Eigenbrot, Jess Everett, Jon Foglein, Bill Freind, Lori Getler, Michael Grove, Eddie Guerra, Steve Hartley, Julie Haynes, Greg Hecht, Erin Herberg, Jerry Hough, Sandy Jones, Donna Jorgensen, Monica Kerrigan, Valarie Lee, Yuhui Li, Michael Lim, Janet Lindman, Brendan Livingston, Douglas Mann, Douglas Mapp, Larry Markowitz, Deb Martin, Jacqueline McCafferty, Rory McElwee, Corinne Meredith, Eric Milou, Amos Mugweru, Darren Nicholson, Jennifer Nicholson, Keeley Powell, Kathryn Quigley, Ravi Ramachandran, Peter Rattigan, Robert Rawlins, Dan Reigel, Beth Rey, Connie Rosenberger, Christine Saum, Mariano Savelski, Edward Schoen, Christopher Simons, Mickey Smith, Eileen Stutzbach, Uma Thayasivam, Skeff Thomas, Sandy Tweedie, Mary Beth Walpole, Barbara Williams, Tricia Yurak, Mei Zhang.

**NOT IN ATTENDANCE: (Represented by Alternates)** Jennie Thwing represented by Jill Gower.

**NOT IN ATTENDANCE:** Thomas Merrill, Susan O'Rourke, Lane Savadove, Nick Schmelz, Midge Shuff.

**Guests:** Roberta Harvey, Larry Butler

Breakfast and New Senator Orientation

1. Approval of Agenda – moved, seconded and approved
2. Introductions of Visitors – Roberta Harvey and Larry Butler, later Jill Perry and Terry O'Brien
3. Approval of Minutes from April 2012 – Moved, seconded and approved as amended. [Amend page 23 Resolution/Recommendation to include Learning Outcomes in Curriculum Proposals with the updated version.](#)
4. President's Report
  - a. Merger update – President Houshmand will speak to Senate at 10:00AM
  - b. Reorganization Task Force BoT Resolutions (asterisk was added)
  - c. General Studies Task Force Update: Larry Butler and Roberta Harvey gathered information about what other universities are doing and what our needs are at Rowan. Best practices subcommittee researched 32 universities throughout country, discovering this is a very common program, exists in many/most colleges. In many cases the general studies degree is called a Bachelor of General Studies, not a BA or BS. Local data subcommittee committee found two different types of students who could benefit from a Rowan General Studies degree program. First group comprised of students in current program having trouble finishing. Options are to quit or keep attending for a long time. Need degree completion, to help with enrollment management. Second group comprised of students not currently at Rowan who need to come back to Rowan or come in to finish up their degree, or veterans who have lots of credits through the military. Two stage problem. First look at Rowan students needing to finish up. Second stage meeting needs of external group. Will continue to look at other universities and continue developing program. Questions from Senators and further discussion: how much will this degree help with employment? Much info on this. Not intending to market it as a start-up major. Want to be sure that the only ones who go into it are ones who really need to be in it. Something you would fall back to, not select as first choice major. Our regular students will be insulated from the effect of this. Now Liberal Studies serves this need to some degree. Maybe two dozen students. Could we poll them to see what types of courses/skills they could use? Hopefully this would not turn into a 4 year program at a county college. Completion parameters must be looked at – ways to give coherence to it. Online info on faculty center website. Timeline to bring approval process this fall, for implementing September 2013 or January 2014.
  - d. Sosa performance review for fall 2012 – if you would like to serve let Eric know today.
  - e. Update on duplicating 5 members, decision to be made by mid June. Will send this info electronically.
  - f. Space Management. Data from Live 25, info may be inaccurate. Meeting on Thursday to go over this with Walt. Look for inaccuracies. This info was sent to all six Deans, asking them to check it and no one responded that it was inaccurate. Eddie, Bruce, Gerry Hough, Peter, Donna will look at the info.
5. Elections
  - a. President - Eric Milou
  - b. Vice President – Rory McElwee
  - c. Secretary – Carol Eigenbrot
  - d. Standing Committees
    - i. Academic Integrity – Monica Kerrigan

- ii. Academic Policies & Procedures – Bill Friend. Motion made to add representative from the graduate school, motion carries.
  - iii. Campus Aesthetics & Environmental Concerns – Skeff Thomas
  - iv. Career Development – Ted Schoen
  - v. Committee on Committees – Beth Rey
  - vi. Curriculum – Erin Herberg
  - vii. Diversity- Sandy Jones
  - viii. Intercollegiate Athletics – Bob Bullard
  - ix. Learning Outcomes Assessment – Sandy Tweedie
  - x. Professional Ethics & Welfare – Eddie Guerra
  - xi. Promotion – Jess Everett
  - xii. Recruitment/Admissions/Retention – Eileen Stutzbach
  - xiii. Research – Uma Thayasivam
  - xiv. Sabbatical Leave – Julie Haines
  - xv. Student Relations – Trish Yurak
  - xvi. Technological Resources – Gerry Hough
  - xvii. Tenure & Recontracting – Donna Jorgensen
  - xviii. University Budget & Planning – Chris Simons, contingent on election to Senate by math department next week.  
\*NOTE: 2012-13 Committee Selection Meeting will be held on May 21 at 3pm – for committee chairs to draft their committees.
- e. Senator Executive Committee At-Large Members – Barbara Williams, Peter Rattigan
  - f. Senate Representatives to Board of Trustees Committees – Facilities – Skeff Thomas; Audit – Gerry Hough; University Advancement/relations committee – Eddie Guerra.
6. OPEN PERIOD
- a. President Houshmand – Merger question seems to be going in two different directions. Governor has five lawyers and chief of staff directing one discussion – say it is full speed ahead, we hear on a weekly basis, July 1. Other secret meetings in Camden going toward a consortium, collaboration. Research classification is very open to us. We should go in that direction. Our core mission is undergraduate program and anything else should be self-sustaining. Political leaders say don't worry about it – don't know what that means. If something happens by July 1 it will be a triggering of a ten year process Houshmand believes. It would be a mistake to break the faculty and staff of Rutgers/Camden.
  - b. William Kocher, Medical School Basic Science Department Chairperson – to answer what we are doing in the medical school Department of Biomedical Sciences. Different than most schools, has a combined multidisciplinary department with 12 different disciplines. Fits the multidisciplinary approach of the medical school. Previously at Jefferson. As of now there are 6 faculty in this division. Only 6 hours of didactic lectures shifting away from lectures to active learning groups with small group meeting 6 hours a week with the same group of students during first year and into the second year. Calendar for medical school will be different than ours. Start orientation course on August 13<sup>th</sup>.
7. Committee Reports
- a. Academic Policy and Procedures
    - i. Attendance Policy (page 4) on the floor, already moved and seconded, all in favor –carried unanimously.
    - ii. Policy on Faculty Use of Plagiarism Detection Websites (pages 5-6) – students will no longer have the option to opt in or opt out. Turn it in and Safe Assign under Blackboard. Faculty can also use Google Search. Motion carries.
  - b. Curriculum Committee (pages 7-12)
    - i. Quasi curriculum proposal that all RCOB students must have laptops brought extended discussion from Senators and then motion to approve proposal was defeated: yes -19, no – 34, abstentions – 3.
    - ii. Quasi curriculum proposal to create Department of Nursing within the new College of Science and Mathematics, proposed by Terry O'Brien, motion to pass proposal, seconded and passed with abstentions.
    - iii. Quasi Curriculum Proposal to create a School of Biomedical Sciences and a Department of Biomedical Engineering and Sciences was moved, seconded and approved with abstentions.
    - iv. Nine Process C Changes to Existing Curriculum were voted on and approved. Process C – New Degree Program proposal for PsyD in Clinical Psychology passed with one abstention. Process C New Degree Program Proposals for an MS in Pharmaceutical Sciences, an MS in Bioinformatics and a BS in Bioinformatics were proposed, seconded, and approved. A motion was made to pass the proposals for a B.S. in Biomedical Engineering and a B.S. in Translational Biomedical Sciences pending the receipt of a plan for resources and space, as expressed in the proposal, without negatively impacting current programs – motion made, seconded and passed with abstentions.
  - c. LOAC Resolution/Recommendation to include Learning Outcomes in Curriculum Proposals (pages 13-14) - passed
  - d. General Education Tactical Team – creation of a Senate Ad Hoc committee on the Rowan Core – proposing a gentle transition from current to new curriculum. Committee to work on what courses would meet goals of Rowan Core courses. Some proposed members are listed on separate document, blue sheet. See pink packet also. Rory will make sure this committee gets started in the fall. Please email Rory if you want to be added to committee, or want department represented.
8. End of Year Committee Reports

- a. Standing Committees
  - b. All University Committees
  - c. Ad-Hoc Committee on Student Evaluations (pages 15-21) – Jill Perry and Deb Martin, asking for support of newly proposed instrument of student evaluations. This was a joint task for of University and the AFT. This must all be approved by the AFT also. Asked that this task force continue next year but more interaction with Senate Policies and Procedures and T&R senate Committees. Timetable to move into a wider discussion and piloting. Question – who has access to the data at end of the process. Major concerns regarding transition from one evaluation process to another.
9. New Business
  10. Adjournment

## Attendance Policy – Faculty & Students Responsibilities

### Proposed language is in bold.

Because classroom experiences vary greatly among disciplines, deliveries and instructors, Rowan's community of learners is best realized when teachers and learners interact in ways deemed appropriate for any particular class. Thus, although what constitutes attendance can differ from course to course, the following applies to all courses:

#### Responsibilities of Students

- 1) Students are expected to be present at each meeting of each scheduled class for which they are officially registered. Students are responsible for knowing the instructor's attendance policy as stated in the syllabus.
- 2) Students absent for any of the following reasons:
  - ~~Religious observances,~~
  - Official University activities,
  - Documented illness,
  - Death of a family member or loved one,
  - Inclement weather,

must inform their instructor with official or written documentation before the fact ~~in cases of religious observances~~ and in the case of official University activities, or as soon as possible thereafter in cases of illness, death of a family member or loved one, and inclement weather. Students should consult with their instructor regarding acceptable documentation.

- 3) **Rowan respects the diversity of faiths and spiritual practices in the university community. Students who wish to observe religious holidays which occur when classes are scheduled must inform their instructors before the fact, and preferably within the first two weeks of each semester, even when the exact date of the holiday will not be known until later. Students who make such arrangements will not be required to attend classes or take examinations on the designated days, and faculty must provide reasonable opportunities for students to make up missed work and examinations.**
- 4) In the case of rare and compelling circumstances not listed in #2 above, students should make every effort to discuss reasonable accommodations with the instructor in advance if feasible or as soon as possible afterward.

#### Responsibilities of Faculty

- 1) Faculty are expected to keep accurate attendance records.
- 2) Attendance requirements must be part of the syllabus provided to students prior to the end of the drop/add period.
- 3) In the case of #2 under Student Responsibilities, faculty must make reasonable accommodation to provide these students the opportunity to make up their written work, tests, or other assignments at the earliest possible convenient time. In cases where graded classroom activities cannot be repeated and the student has not exceeded the maximum number of allowable absences (as explained below under #6), the faculty member will either provide an alternative graded exercise to replace the missed activity or remove the activity from the calculation of the student's final grade.
- 4) Faculty are under no obligation to make special provisions for students that are absent for reasons other than those listed above. However, faculty are encouraged to consider accommodations for rare and compelling circumstances.
- 5) If a student develops a pattern of excessive and/or unexplained absences, the faculty should advise the student to request assistance from the Dean of Students.
- 6) Faculty (singularly or as part of a department or program) may establish additional reasonable attendance criteria that are consistent with the above. This may include setting a maximum number of absences for a course---whether excused or unexcused---after which a student should withdraw from the class with a WF. If the Dean of Students determines, in consultation with the faculty member, that excused absences were a significant factor, the withdrawal may be altered to a simple W.

## ~~Turnitin.com~~ ***Policy on Faculty Use of Plagiarism Detection Websites***

**Rationale:** Currently, university policy stipulates that instructors using anti-plagiarism software in their classes must allow students to the “right to refuse either to submit [their] work to Turnitin or have the university do so.” The policy also states that if students decline to submit or have their work submitted to Turnitin, it will not “impact [their] success in the course.”

To this date, there has not been a successful legal challenge to the required use of Turnitin. Allowing students to refuse to submit their papers gives students who use plagiarized materials a way to avoid detection. Additionally, Turnitin and other similar software help not only to detect plagiarism, but also to prevent it. For instance, Florida International University claims that their implementation of Turnitin has reduced the submission of unoriginal work by 82%.

<http://online.fiu.edu/faculty/tools/turnitin>

Consequently, the Academic Policies and Procedures committee recommends that the requirement that faculty allow students to refuse to submit to Turnitin be removed.

The proposed revisions to the policy are in bold italics.

**University Policy:** ~~Rowan University has a license agreement with Turnitin, an online service that can be used to detect and prevent plagiarism in student assignments.~~ ***Because of serious and continuing problems with academic dishonesty, faculty at Rowan have the option of utilizing plagiarism detection websites.*** Student papers are protected by the Family Educational Rights and Privacy Act (FERPA) as they are educational records that may contain personally identifiable information. The following policy should be in effect to be compliant with FERPA.

The use of ~~Turnitin~~ ***plagiarism detection websites*** by faculty is entirely voluntary. If a faculty member chooses to use ~~Turnitin~~ ***one or more plagiarism detection websites:***

- a. The faculty member must notify students on the official syllabus of the following:
  - 1) the use and purpose of ~~Turnitin~~ ***the plagiarism detection website(s).***
  - 2) the rights of the student to not submit personally identifiable information to ~~Turnitin~~ ***the plagiarism detection website(s).*** Students must be informed that this will have no impact on their success in the class.
  - 3) ~~the options that the faculty member and student have with respect to the students’ right to privacy and the faculty member’s right to evaluate student work for academic honesty.~~
- e b. If a faculty member ~~personally~~ submits student work to ~~Turnitin or other~~ ***a plagiarism detection website***, the faculty member must remove all personally identifying information from the work. This includes the student’s name, social security number, and/ or Rowan ID number.
- ¶ c. If a faculty member receives information from ~~Turnitin or other~~ ***a plagiarism detection website*** that leads the faculty to judge that a student has plagiarized, the faculty member must follow the University policy for Academic Integrity.
- d. ***Faculty may only use plagiarism detection websites that have been licensed or approved by the University.***
- e. Faculty may not give out any information about student work to a faculty member from any other institution than Rowan University. All requests from faculty at other institutions should be forwarded to the Provost’s Office.

An instructor using Turnitin should offer students either an opt-in or opt-out option. See below for recommended syllabus statements *one or more plagiarism detection websites should offer a statement that specifies how that software will be employed in the course.* Note: ~~this~~ *The statements included below* should be modified according to the professor's faculty member's specific use of Turnitin in a class *the anti-plagiarism service(s).*

~~**Recommended statement for the syllabus with the opt out option:** Rowan University has a licensing agreement with Turnitin, an online service to help prevent student plagiarism. As part of this course I will be using Turnitin at my discretion to determine the originality of your work. If your work is submitted to Turnitin, it will be stored in the Turnitin database. You have the right to refuse either to submit your work to Turnitin or have the university do so, availing yourself of this right will not negatively impact your success in the course. If you do not wish to use Turnitin you must notify me by e-mail within two weeks of today's date. If you object to the use of Turnitin I will use other procedures to assess originality.~~

~~**Recommended statement for the syllabus with the opt in option:** Rowan University has a licensing agreement with Turnitin, an online service to help prevent student plagiarism. As part of this course I will be using Turnitin at my discretion to determine the originality of your work. If your work is submitted to Turnitin, it will be stored in the Turnitin database. You have the right to refuse either to submit your work to Turnitin or have the university do so, availing yourself of this right will not negatively impact your success in the course. If you object to the use of Turnitin I will use other procedures to assess originality.~~

~~**Recommended statement for the syllabus instructors who may use plagiarism detection website(s) to check individual student papers:** As part of this course I will be using [name(s) of website(s)] at my discretion to determine the originality of your work. If your work is submitted to Turnitin [name of website(s)], it will be stored in the Turnitin that service's/those services' database(s). *Before I submit your work, I will remove all personally identifying information. This includes your name, social security number, and/ or Rowan ID number.*~~

~~**Recommended statement for the syllabus instructors who will require their students to submit their work to a plagiarism detection website:** As part of this course *you will be required to submit your work to [name of website]* to determine the originality of that work. If your work is submitted to Turnitin [name of website], it will be stored in the Turnitin that service's database. *You have the right to remove all personally identifying information, including your name, social security number, and/ or Rowan ID number. If you do so, this will have no impact on their success in the class. However, if you do not submit your work, I reserve the right to give you a lowered or failing grade for the assignment.*~~

Revision 1: 4/4/2012

## Curriculum Committee Report

### I. Quasi Curriculum Proposals – Forwarded to Senate Exec by the Senate Curriculum Committee

Proposal	College	Description	Known Issues
11-12-115	Business	Requirement for students entering programs housed in the Rohrer College of Business starting Fall 2013 for incoming Freshmen, Fall 2013 for Graduate Students, and Fall 2014 for incoming Transfer Students, a technology requirement for a laptop or tablet meeting a specific minimum level of capacity and capability.	<p>Comments from Senate Curriculum Committee:</p> <ul style="list-style-type: none"> <li>○ Is this actually a curriculum proposal? Concern that enforcement becomes a classroom issue-- which makes it a curricular issue for each and every class in which laptop use would be required.</li> <li>○ Is there a mechanism for providing financial assistance to the students for whom this is a financial burden?</li> <li>○ Ability for NSS to manage/provide the additional network traffic, repairs, site licenses, etc which will potentially be required.</li> <li>○ If this is a curriculum proposal, transfer students need a 2-year lag from the implementation of the policy for freshmen, not 2-years from passage of the proposal. If it's not a curriculum proposal, why put transfer students at a disadvantage in the classroom by not telling them they must be as capable as the native students in the same class? A single extra year before implementation for transfers seems to address neither possibility</li> <li>○ There is a lack of student input in the proposal. No students were consulted. SGA should be involved in this proposal.</li> </ul>
11-12-905	Interdisciplinary	Creation of the Department of Nursing within the New College of Science and Mathematics	Not reviewed by Senate Curriculum Committee
11-12-906	Interdisciplinary	Creation of a School of Biomedical Sciences and a Department of Biomedical Engineering and Sciences	Not reviewed by Senate Curriculum Committee.

### Approved Curriculum Proposals

Notes: <sup>1</sup>- Approved pending changes    <sup>2</sup>- Scheduled for Senate Hearing May 1

### II. Process C Proposals

<b>Process C: Changes to Existing Curriculum</b>					
SCC#	College	Department	Proposal title	U/ G	Change requested
11-12-312 <sup>1</sup>	Education	Health/Exercise	<a href="#">Athletic Training Major</a>	U	Major changes of degree
11-12-518 <sup>1</sup>	FPA	Music	<a href="#">Conducting Courses Credit Increase</a>	U	Major changes of degree
11-12-519 <sup>2</sup>	FPA	Music	<a href="#">Course Description Revisions</a>	U	Major changes of degree
11-12-719 <sup>1</sup>	LAS	Geography/ Environmental	<a href="#">Removal of Cartography &amp; GIS Program Sequence A</a>	U	Removing Program
11-12-720 <sup>1</sup>	LAS	Geography/ Environmental	<a href="#">Renumbering of Courses within the Dept of Geography &amp; Environment</a>	U	Major changes of degree
11-12-724 <sup>2</sup>	LAS	Geography/ Environmental	Addition of Intro to Planning & Environmental Design as prereq	U	Major changes of degree
11-12-814 <sup>1</sup>	LAS	Computer Sci	<a href="#">Liberal Studies: Computer Science Program Sequence B</a>	U	Major changes of degree

<b>Process C New Concentrations/Cogs</b>					
SCC#	College	Department	Proposal title	U/G	Change requested
11-12-510 <sup>1</sup>	FPA	Music	<a href="#">COGS in Music</a>	G	New Cogs
11-12-613 <sup>1</sup>	LAS	Philosophy/Religion	<a href="#">Concentration in Bioethics and the Philosophy of Medicine</a>	U	New Concentration

<b>Process C – New Degree Programs</b>					
SCC#	College	Department	Proposal title	U/G	Change requested
11-12-713 <sup>1</sup>	LAS	Psychology	<a href="#">PsyD in Clinical Psychology</a>	G	New Degree Program
11-12-824	LAS	Chemistry	<a href="#">MS Pharmaceutical Sciences</a>	G	New Degree Program
11-12-842 <sup>2</sup>	LAS	Biology	<a href="#">MS Program in Bioinformatics</a>	G	New Degree Program
11-12-843 <sup>2</sup>	LAS	Biology	<a href="#">BS Program in Bioinformatics</a>	U	New Degree Program
11-12-901 <sup>2</sup>	----	----	<a href="#">Biomedical Engineering</a>	U	New Degree Program
11-12-902 <sup>2</sup>	----	----	<a href="#">Translational Biomedical Sciences</a>	U	New Degree Program

### III. Process B Proposals

<b>Process B</b>					
SCC#	College	Department	Proposal title	U/G	Change requested
11-12-513 <sup>1</sup>	FPA	Theatre	<a href="#">Dance in Film</a>	U	New Gen Ed
11-12-721	LAS	Geography/Environment Studies	<a href="#">Investigations of Physical Geography</a>	U	Minor Changes to Gen Ed

### IV. Process A Proposals

<b>Process A Proposals</b>					
SCC#	College	Department	Proposal title	U/G	Change requested
11-12-111	Business	Marketing/BIS	<a href="#">Enterprise Resource Planning Systems Laboratory</a>	U	New Non Gen-Ed
11-12-112	Business	Marketing/BIS	<a href="#">Integrated Business Processes &amp; Enterprise Resource Planning</a>	U	New Non Gen-Ed
11-12-113	Business	Marketing/BIS	<a href="#">Principles of Management Information Systems</a>	U	New Non GenEd
11-12-114	Business	Marketing/BIS	<a href="#">Clarifying prerequisites for MIS</a>	U	Minor Curricular Change
11-12-117	Business	Accounting /Finance	<a href="#">Accounting Information Systems</a>	U	Minor Curricular Change
11-12-118	Business	Accounting /Finance	<a href="#">U/G Course Requirements in Accounting</a>	U	Minor Curricular Change



<b>Process A Proposals</b>					
<b>SCC#</b>	<b>College</b>	<b>Department</b>	<b>Proposal title</b>	<b>U/ G</b>	<b>Change requested</b>
11-12-300	Education	ESAHE	<a href="#">SAHE Colloquium in School Psychology</a>	U	Minor Curricular Chang
11-12-322 <sup>1</sup>	Education	Health/Exercise	<a href="#">Technology &amp; Assessment in H&amp;ES</a>	U	Minor Curricular Chang
11-12-323 <sup>1</sup>	Education	Health/Exercise	<a href="#">Safety, First Aid &amp; Basic Understanding of Athletic Injuries</a>	U	Minor Curricular Chang
11-12-415	Engineering	Civil	<a href="#">Advanced Steel Design</a>	G	New Non Gen Ed
11-12-416	Engineering	Civil	<a href="#">Advanced Steel Design for Seniors</a>	U	New Non Gen Ed
11-12-418	Engineering	Electrical/Comp	<a href="#">Electronics I</a>	U	Minor Curricular Chang
11-12-419	Engineering	Electrical/Comp	<a href="#">Clinic Consultant III</a>	U	Minor Curricular Chang
11-12-420	Engineering	Electrical/Comp	<a href="#">Clinic Consultant IV</a>	U	Minor Curricular Chang
11-12-421	Engineering	Electrical/Comp	<a href="#">Computer Architecture</a>	U	Minor Curricular Chang
11-12-422	Engineering	Electrical/Comp	<a href="#">Digital II and Digital Signal Processing</a>	U	Minor Curricular Chang
11-12-423	Engineering	Electrical/Comp	<a href="#">Electrical Communication Systems</a>	U	Minor Curriculum Chan
11-12-424	Engineering	Electrical/Comp	<a href="#">Digital II and Digital Signal Processing Controls</a>	U	Minor Curricular Chang
11-12-426	Engineering	Electrical/Comp	<a href="#">Minor in Electrical and Computer</a>	U	Minor Curricular Chang
11-12-427	Engineering	Electrical/Comp	<a href="#">Smart Grid</a>	U	New Non Gen Ed
11-12-428	Engineering	Electrical/Comp	<a href="#">Smart Sensors</a>	U	New Non Gen Ed
11-12-429	Engineering	Electrical/Comp	<a href="#">Advanced Smart Grid</a>	G	New Non Gen Ed
11-12-430	Engineering	Electrical/Comp	<a href="#">Advanced Smart Sensors</a>	G	New Non Gen Ed
11-12-432	Engineering	Mechanical	<a href="#">Principles of Mechanical Engineering for ECE Majors</a>	U	New Non Gen Ed
11-12-441	Engineering	Electrical/Comp	<a href="#">Introduction to Systems Engineering</a>	U	New Non Gen Ed
11-12-442	Engineering	Electrical/Comp	<a href="#">Fundamentals of Systems Engineering</a>	G	New Non Gen Ed

<b>Process A Proposals</b>					
<b>SCC#</b>	<b>College</b>	<b>Department</b>	<b>Proposal title</b>	<b>U/ G</b>	<b>Change requested</b>
11-12-508	FPA	Theatre/Dance	<a href="#">Voice for the Stage</a>	U	Minor Curricular Chang
11-12-511	FPA	Theatre/Dance	<a href="#">Speech &amp; Dialects</a>	U	Minor Curricular Chang
11-12-512 <sup>1</sup>	FPA	Music	<a href="#">Jazz Guitar Ensemble</a>	U	New Non Gen Ed
11-12-521	FPA	Art	<a href="#">Introduction to Graphic Design I</a>	U	Minor Curricular Chang
11-12-522	FPA	Art	<a href="#">Intermediate Graphic Design II: Typography</a>	U	Minor Curricular Chang
11-12-523	FPA	Art	<a href="#">Intermediate Graphic Design III: Visual Identity</a>	U	Minor Curricular Chang
11-12-524	FPA	Art	<a href="#">Intermediate Graphic Design IV: Packaging</a>	U	Minor Curricular Chang
11-12-525	FPA	Art	<a href="#">Advanced Graphic Design VI: Visual Communication</a>	U	Minor Curricular Chang
11-12-526	FPA	Art	<a href="#">Advanced Graphic Design VIII: Portfolio</a>	U	Minor Curricular Chang
11-12-527	FPA	Art	<a href="#">Advanced Graphic Design V: Publication Design</a>	U	Minor Curricular Chang
11-12-528	FPA	Art	<a href="#">Advanced Graphic Design VII: Internship</a>	U	Minor Curricular Chang
11-12-529	FPA	Art	<a href="#">Introduction to Metals/Jewelry</a>	U	Minor Curricular Chang
11-12-530	FPA	Art	<a href="#">Intermediate Metals/Jewelry</a>	U	Minor Curricular Chang
11-12-531	FPA	Art	<a href="#">Advanced Metals/Jewelry</a>	U	Minor Curricular Chang
11-12-535	FPA	Art	<a href="#">Time-Based Media: Video</a>	U	Minor Curricular Chang
11-12-538	FPA	Art	<a href="#">Time-Based Media: Animation</a>	U	Minor Curricular Chang
11-12-539	FPA	Art	<a href="#">Web Design: Motion Graphics</a>	U	Minor Curricular Chang
11-12-601	LAS	Phil/Religion	<a href="#">Special Topics in Religion Studies</a>	U	Minor Curricular Chang
11-12-706	LAS	Geography/Enviro Studies	<a href="#">Web-base GIS Mapping</a>	U	New Non Gen Ed
11-12-714	LAS	Political Science /Economics	<a href="#">Economics Majors</a>	U	Minor Curricular Chang

<b>Process A Proposals</b>					
<b>SCC#</b>	<b>College</b>	<b>Department</b>	<b>Proposal title</b>	<b>U/ G</b>	<b>Change requested</b>
11-12-715	LAS	Political Science /Economics	<a href="#">Intermediate Microeconomics</a>	U	Minor Curricular Chang
11-12-716	LAS	Political Science /Economics	<a href="#">Econometrics</a>	U	New Non Gen Ed
11-12-717	LAS	Political Science /Economics	<a href="#">Seminar in Economics-WI</a>	U	Minor Curricular Chang
11-12-718	LAS	PoliticalScience /Economics	<a href="#">Seminar in Economics-WI</a>	U	Minor Curricular Chang
11-12-722	LAS	Geography /Environ Studies	<a href="#">BA in Geography</a>	U	Minor Curricular Chang
11-12-723	LAS	Geography /Environ Studies	<a href="#">Geography Senior Seminar</a>	U	Minor Curricular Chang
11-12-816 <sup>1</sup>	LAS	Computer Science	<a href="#">Computer Science Major</a>	U	Minor Curricular Chang
11-12-818	LAS	Computer Science	<a href="#">Principles of Information Security</a>	U	New Non Gen Ed
11-12-819	LAS	Computer Science	<a href="#">Computer Science Specializations</a>	U	Minor Curricular Chang
11-12-820	LAS	Computer Science	<a href="#">Database Systems: Theory and Programming</a>	U	Minor Curricular Chang
11-12-821 <sup>1</sup>	LAS	Biology	<a href="#">Nursing Research</a>	U	Minor Curricular Chang
11-12-822 <sup>1</sup>	LAS	Biology	<a href="#">Advanced Pathophysiology</a>	U	Minor Curricular Chang
11-12-823 <sup>1</sup>	LAS	Biology	<a href="#">Clinical Pharmacology</a>	U	Minor Curricular Chang
11-12-825 <sup>1</sup>	LAS	Chemistry	<a href="#">Organometallic Chemistry</a>	U	New Non Gen Ed
11-12-826 <sup>1</sup>	LAS	Chemistry	<a href="#">Pharmaceutical Chemistry</a>	U	New Non Gen Ed
11-12-827 <sup>1</sup>	LAS	Chemistry	<a href="#">Survey of Molecular Modeling Methods</a>	U	New Non Gen Ed
11-12-828 <sup>1</sup>	LAS	Chemistry	<a href="#">Advanced Organic Synthesis</a>	U	New Non Gen Ed
11-12-829 <sup>1</sup>	LAS	Chemistry	<a href="#">Advanced Organometallic Chemistry</a>	U	New Non Gen Ed
11-12-830 <sup>1</sup>	LAS	Chemistry	<a href="#">Advanced Pharmaceutical Chemistry</a>	U	New Non Gen Ed
11-12-831 <sup>1</sup>	LAS	Chemistry	<a href="#">Advances Survey of Molecular Modeling Methods</a>	U	New Non Gen Ed

<b>Process A Proposals</b>					
<b>SCC#</b>	<b>College</b>	<b>Department</b>	<b>Proposal title</b>	<b>U/ G</b>	<b>Change requested</b>
11-12-832 <sup>1</sup>	LAS	Chemistry	<a href="#">General Aspects of Pharmacology</a>	U	New Non Gen Ed
11-12-833 <sup>1</sup>	LAS	Chemistry	<a href="#">MS Thesis Research I</a>	U	New Non Gen Ed
11-12-834 <sup>1</sup>	LAS	Chemistry	<a href="#">MS Thesis Research II</a>	U	New Non Gen Ed
11-12-835 <sup>1</sup>	LAS	Chemistry	<a href="#">MS Thesis Research III</a>	U	New Non Gen Ed
11-12-836 <sup>1</sup>	LAS	Chemistry	<a href="#">MS Thesis Research IV</a>	U	New Non Gen Ed
11-12-837 <sup>1</sup>	LAS	Chemistry	<a href="#">Advanced Bioanalytical Chemistry</a>	U	New Non Gen Ed
11-12-838 <sup>1</sup>	LAS	Chemistry	<a href="#">Advanced Biophysical Chemistry</a>	U	New Non Gen Ed
11-12-839 <sup>1</sup>	LAS	Chemistry	<a href="#">Advanced Inorganic Chemistry Lecture</a>	U	New Non Gen Ed
11-12-840 <sup>1</sup>	LAS	Chemistry	<a href="#">Advanced Inorganic Chemistry Laboratory</a>	U	New Non Gen Ed
11-12-841 <sup>1</sup>	LAS	Chemistry	<a href="#">BS Chemistry Major</a>	U	Minor Curricular Chang
11-12-844 <sup>1</sup>	LAS	Biology	<a href="#">MS Thesis Research 1</a>	G	New Non Gen Ed
11-12-845 <sup>1</sup>	LAS	Biology	<a href="#">MS Thesis Research 2</a>	G	New Non Gen Ed
11-12-846 <sup>1</sup>	LAS	Biology	<a href="#">MS Thesis Research 3</a>	G	New Non Gen Ed
11-12-847 <sup>1</sup>	LAS	Biology	<a href="#">Bioinformatics - Biological Applications</a>	U	New Non Gen Ed
11-12-848 <sup>1</sup>	LAS	Biology	<a href="#">Bioinformatics - Biological Applications</a>	G	New Non Gen Ed
11-12-849 <sup>1</sup>	LAS	Biology	<a href="#">Introduction to Bioinformatics</a>	U	New Non Gen Ed
11-12-850 <sup>1</sup>	LAS	Chemistry	<a href="#">Bioinformatics - Biochemical Applications</a>	G	New Non Gen Ed
11-12-851 <sup>1</sup>	LAS	Chemistry	<a href="#">Bioinformatics Seminar</a>	G	New Non Gen Ed
11-12-852 <sup>1</sup>	LAS	Chemistry	<a href="#">Organic Chemistry 2 for Biomedical Sciences</a>	U	New Non Gen Ed

## Resolution to include Learning Outcomes in New Curriculum Proposals

WHEREAS, Rowan University is committed to integrating assessment within a continuous feedback loop that begins with curriculum design;

WHEREAS, Rowan University is required to complete a Periodic Review Report for the Middle States Commission on Higher Education in 2014;

WHEREAS, the Periodic Review Report must explicitly respond to the following recommendation made by the site evaluation team during our 2009 accreditation review with respect to Standard 14, Assessment of Student Learning:

*The University should establish goals related to the assessment of student learning outcomes, incorporate those goals into its strategic plan, and communicate both the goals and the assessment findings across the institution.*

WHEREAS, 57 of 58 academic programs at Rowan have currently completed Outcomes Assessment Frameworks and submitted them to Institutional Effectiveness, Research and Planning (IERP), which is step 1 of the teaching-learning-assessment cycle;

WHEREAS, these Outcomes Assessment Frameworks include Program Goals, Student Learning Goals, and Student Learning Outcomes;

AND WHEREAS, Middle States' *Characteristics of Excellence in Higher Education* also maintains that, as part of step 2 of the teaching-learning-assessment cycle, "[e]ducational programs and curricula should demonstrate . . . clear linkages between the design of specific courses, programs, and learning activities and the articulated goals of the specific programs of which they are part and to the overarching mission of the institution" (41-42);

BE IT RESOLVED THAT beginning in Fall 2012, the curriculum proposal format will be changed to include categories that address the alignment of the proposal with the goals and outcomes identified in the Outcomes Assessment Frameworks.

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CLARIFICATION 1: Although Outcomes Assessment Frameworks and their constituent parts—such as Program Goals, Student Learning Goals, and Student Learning Outcomes—are subject to change, already-approved curriculum proposals will not be required to be revised.

CLARIFICATION 2: Changes in Outcomes Assessment Frameworks do not require curricular approval.

DISCUSSION: The goal of this resolution is to fulfill Middle States' expectations for the Periodic Review Report by making explicit the already implied alignment between curriculum and assessment processes. Nearly every academic unit has created what the IERP is calling Phase I Outcomes Assessment Frameworks, with Phase II due soon. By asking that curriculum proposals use the assessment information and terminology already established by a department or program, this alignment will not require additional work on the part of the curriculum proposers. This resolution only asks that proposals draw upon the work done in those planning documents so that new curriculum clearly aligns with existing student learning goals.

More specifically, curriculum proposal guidelines will need to be amended to reflect the requirement of this additional information:

### Process A: New Course Proposals

#### Section IV: Essence of the Course.

From: a: Objectives of the course in relation to student outcomes. These are statements of what a student is to learn as a result of completing the course.

To: a: Objectives of the course in relation to student outcomes. These are statements of what a student is to learn as a result of completing the course and how these course objectives fulfill student learning goals and outcomes, as articulated in the Outcomes Assessment Frameworks for the relevant academic department or program. Frameworks can be found at <http://www.rowan.edu/president/ierp/assessment/>.

Process C: New program (including bachelor's/master's dual degrees), minor, specialization, concentration, achievement certificate, certification program track, COGS, or CAGS.

Section IV: Essence of the Course.

From a. Major goals of the program.  
b. Specific objectives of the program.

To: a. Using the appropriate Outcomes Assessment Framework, articulate the expected Program Goals, Student Learning Goals, and Student Learning Outcomes. Proposals to be housed within existing programs should use the relevant Outcomes Assessment Framework to inform the discussion. Approved Frameworks can be found at <http://www.rowan.edu/president/ierp/assessment/>.

Proposals to be housed outside of existing programs will need to create an Outcomes Assessment Framework. Templates for Outcomes Assessment Framework can be found at <http://www.rowan.edu/president/ierp/assessment/academic.html>.

[Delete b.]