

University Senate Minutes May 12, 2014 9:00 AM Rowan Auditorium
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ATTENDEES: Terri Allen, Herb Appelson, Maryra Arroyo, Nasrine Bendjilalli, Lori Block, Kate Boland, Robert Bullard, Allison Carter, Joe Cassidy, Patrick Crumrine, Tom Doddy, Virginia Doolittle, Carol Eigenbrot, Jess Everett, John Feaster, Jon Foglein, Barbara Fralinger, Bill Freind, Dianne Garyantes, Lori Getler, Michael Grove, Steve Hartley, Sean Hendricks, Erin Herberg, Gerald Hough, Joseph Johnson, Monica Kerrigan, Drew Kopp, Valarie Lee, Michael Lim, Charles Linderman, Janet Lindman, Roberto Madero, Julie Mallory-Church, Deb Martin, Jacqueline McCafferty, DeMond Miller, Eric Milou, Marge Morris, Jennifer Nicholson, Ravi Ramachandran, Peter Rattigan, Robert Rawlins, Beth Rey, Sheri Rodriguez, James Roh, Lane Savadove, Mariano Savelski, Natalie Schell-Busey, Ted Schoen, Molly Sheppard, Christopher Simons, Michele Soreth, Dawn Specht, Chris Thomas, Skeff Thomas, Carol Thompson, Harold Thompson, Ozge Uygur, Tim Vaden, Marilena Olguta Vilceanu, Ting Ting Wang, Youru Wang, Beth Wassell, Barbara Williams, Charlene Williams, Shari Willis, Mei Zhang.

GUESTS: Natalie Reaves, Sandra Joy

NOT IN ATTENDANCE: (Represented by Alternates) Tom Dinzeo represented by Bonnie Angelone, Danielle Gougou represented by Laura Shinn.

NOT IN ATTENDANCE: Kit Holder, Karlton Hughes, Brendan Livingston, Thomas Merrill, Jon Olshefski, Maria Perez-Colon, McKenzie Suber-Robinson, Umashanger Thayasivam.

Breakfast and new senator orientation

1. Approval of agenda: moved, seconded, approved
2. Introduction of visitors: none introduced
3. Approval of minutes from April meeting: moved, seconded, approved
4. Open period:
 - a. President Houshmand

The president stated that he has a good working relationship with faculty leadership. There are open and honest discussions. Commencement is important. The invited guests have been instrumental. Be nice to them. Budget: Near completion. 1.9 % increase in tuition. Faculty have had input on budget matters and can continue to do so via Tobey Oxholm. Facilities: Plans for engineering and business buildings are moving along. Spring we will see construction. Development of athletic facilities on West campus is being sought through private partners. Rowan Boulevard: The freshman village will (among other things) have 1,400 beds with a 2017 target date. Planned for 2016, 400 beds across from Barns and Noble. New university initiative to purchase homes around campus to fix up and rent to faculty in an effort to ease town/gown relations. Rutgers Camden: 50-80 million from state to build building. Stratford: No building now. With an application explosion (8,000 to 25,000), housing issues result. Three parking options under consideration: 1) build gravel lot at West campus with shuttle; 2) Ellis Mill 25 acres at a cost of 5 million; 3) use baseball and football practice field for parking.

Questions: Will the new parking lots have security, lighting, etc.? *Yes, that's why it costs so much.* University Assembled statement about programs needing to be cut caused anxiety. Ali - *Determining which programs need to stay and which need to go is an academic issue. Time for us to stop adding and adding and never consider cutting? I will not be the one to make that determination.* Q. Have you seen John Hasse's blog about the

transit center - Rowangrowingsmart.blogspot.com? Ali: No. Q: You were quoted in the papers stating that inertia at the university was a problem. What did you mean? Ali: *Inertia is the nature of education. We are not disposed to change. Inertia comes from students, alumni and the state. The faculty and admin. have a good relationship. We work together, debate. It is constructive.* Q: Are you worried about a potential state shortfall? Ali: *I worry about it. State appropriation comes each month. Even one month is large. Won't affect academic affairs.* Q: Partnership with Community Colleges. Ali: *The profile of these students range from weak background so very high. Some students come but are not ready. Also, data on graduate credits and debt is criminal. Six year graduation rate and 65% of our students borrow too much. Is there something we can do?* Q: West campus infrastructure. Ali: Yes 3 Lockheed Martin buildings and 2 others; college of health science next year. Q: Storms predicted for Friday. Ali: *We are tougher than the storm. National sports play in all kinds of weather.*

5. President's Report

a. T&R update: 88-120 candidates next year. Kate Boland is reviewing the BoT minutes to figure out how many exactly. Changes will be finalized in MoA due out in September.

b. University Budget and Planning Update: Chris Simons – Hole in budget. 6 million will be covered. Hole is caused by the extra 4 million in scholarships and being off 160 in enrollment. Most enrollment growth is in part time, according to Ali. New food contract with New Jersey based Gourmet Dining will increase coffers substantially more than Sodexo had.

6. Framework on the Rowan Core (page XX)

Middle States said that we need to be able to assess our Gen Ed and update it. This is where the framework came in.

Friendly amendment for programs that have national requirements. Accreditation issues could ask for waivers. Senator Simons: Theater, ABET, NCATE, Business –that's over half of the student population. We should consider a name change.

Motion to suspend the rules and have a vote today. Motion seconded. Unanimously approved to open discussion and vote. Senator Herberg: The make-up of the committee is too narrow. Janet Lindman agrees. Senator Simons suggests that the committee last time was too big. Math and science were underrepresented. Senator Hasse: We thought about it. President Freind: The Core will be designed to be changeable. Ad hoc committee would do that. Senator Miller: Agrees with Senator Herberg. Senator Herberg: A second point– timeline concerns (Fall work really means end of Sept.) Recommends the committee get started this summer. Senator Grove: What are we voting on? President Freind: Creation of ad hoc committee to create a gen ed framework (guidelines) to present to Middle States. Senator Savadove: Concern that the exceptions (waivers) create a two tiered system. Senator Simons: Proposed friendly amendment for additional members from various colleges. Discussion: How many...6 or 9? Senator Feaster: Communication Studies has second tier status for public speaking which is not required for AS but is for AA. Calls for middle ground. Not a decision just a consideration. Senator Everett: [re: waivers] We [engineering] follow the spirit of gen ed. The frame work is for middle states...can public speaking be left out?

Senator Hasse: We need a bridge – from the work we did to the mapping onto existing courses. Even in December the old gen ed stays and we start laying on the new courses. Not until phase 4 will things change.

Vote on friendly amendment for additional committee members: 2 from CHSS, 1 from Performing Arts, and 1 from CoCCA. Majority vote in favor; 6 opposed, no abstentions, motion carries. Vote for creation of ad hoc committee to create a gen ed framework (guidelines) to present to Middle States. Majority vote in favor, 6 opposed, 2 abstentions, motion carries.

7. Academic Policies and Procedures Proposals: Senator Grove

a. Second reading: Academic Integrity Policy (page XX) adding faculty to hearings to help with scheduling; statute of limitations

Motion to approve, seconded, unanimously approved

b. Second reading: Basic Skills Requirement Policy (page XX). Point of clarification. Senator Herberg sent friendly amendment to divorce scores from the policy. Q: What about in cases where sections are closed? Senator Herberg: Students need to take the classes. Leave the “must” in policy. We need the courses and the strongest language. Motion to approve, seconded, unanimous vote to approve

c. Second reading: Non-restricted Majors, Transfer Credits, and Graduation GPA (page XX) New policy – some departments are in conflict with university GPA policy. Cleaning up. Q: Is the 90 credits 100 -200 level? Yes. 90 transfer credits. 100 and 200 level or not. What is the definition of a restricted major? A major that is restricted. We may need a better definition. GPA 2.0 cumulative or overall? Transcript language uses cumulative. Friendly amendment to go with language that states both cumulative and overall. Motion to approve, seconded, approved with 2 abstentions.

d. Second reading: Policies Involving Speakers and Campus Visitors (page XX) Revision to existing policy section B. motion to approve, seconded, motion carries

e. Second reading: Second Baccalaureate Degree Policy (page XX). Intention to simplify: No questions or discussion. Motion to approve, seconded, unanimous approval

8. Tech Resources: Senator Feaster

a. Second reading: Proposed Changes to the Technological Resources Committee Structure (page XX). Need a network and system services rep on committee to expedite issues to resolution. Motion to approve, seconded, unanimously approved.

9. Curriculum Report: Senator Herberg (page XX)

a. Quasi-curricular proposal to move Health and Exercise Science to the School of Biomedical Sciences (page XX). Senator Herberg and Senator Rattigan: Revised narrative with major change quasi college with school level. No creation of a new minor; and last revision – nutrition and dietetics changed to nutrition and exercise science (5 yr. degree).

Motion to approve, seconded, unanimous approval

Q: Where/when is it? First cohort starting Sept. 2014. The administrative presence will be in Robinson. Classes to be held throughout campus.

13-14-9013: Not in agenda. Motion carries

13-14-9014: To streamline curriculum process: multiple levels of review. Requires all new degrees and COGS etc. go to senate; all quasi go to curriculum committee. Discussion: Current system does not take new courses to senate. Consult letters are important. Agenda is available one week in advance. Senate can vote no. Motion carries

4061: Engineering Entrepreneurship. Discussion: CoB wonders if “entrepreneurship” is the right word when only 12 credits out of 120. The senate committee brought that concern up with CoB. Engineers start companies and use that word. Motion carries

3003: Post-BA in TOSD. Motion carries

5000: Jazz study: Motion carries

6010: New concentration in Jewish studies: Motion carries

7000: Business Econ. Motion carries

7024: BA in Human Services. Interdisciplinary. Motion carries

7035: Motion carries

7036: Q: Start date? Pending today’s approval, sp 2015. Motion carries

7039: New degree in emergency management. Leadership, law justice, biomedical. Motion carries

7044: Motion carries

8044: New undergrad specialization in Computer Science. Motion carries

8081: Motion carries

8094 and 8095: PhD and Master’s in Clinical Psychology. Needs state approval in Fall 2016.

Motion carries

10. Elections

- a. President: Bill Freind
- b. Vice President: Deb Martin
- c. Secretary: Beth Rey
- d. Standing Committees
 - i. Academic Integrity: Tim Vaden
 - ii. Academic Policies & Procedures: Mike Grove
 - iii. Campus Aesthetics & Environmental Concerns: Skeff Thomas
 - iv. Career Development: Steve Hartley
 - v. Committee on Committees: James Roh
 - vi. Curriculum: Erin Herberg
 - vii. Diversity: Julie Mallory-Church
 - viii. Intercollegiate Athletics: Robert Bullard
 - ix. Learning Outcomes Assessment: Shari Willis
 - x. Professional Ethics & Welfare: Lori Block
 - xi. Promotion: Jess Everett
 - xii. Recruitment/Admissions/Retention: Sean Hendricks
 - xiii. Research: Uma Thayasivam
 - xiv. Sabbatical Leave: Mariano Savelski
 - xv. Student Relations: Valarie Lee
 - xvi. Technological Resources: John Feaster
 - xvii. Tenure & Recontracting: ???
 - xviii. University Budget & Planning: Chris Simons
- e. Senator Executive Committee At-Large Members: 1) Carol Eigenbrot 2) Ginny Doolittle
- f. Senate Representatives to Board of Trustees Committees: Facilities: Skeff Thomas; Audit: Skeff Thomas; Budget and Finance: Chris Simons
Advancement: Mariano Savelski

11. Middle States Periodic Review Report: Janet Lindman (page XX). Shared governance is on our website. Send in your feedback to the 2009 Middle States recommendations. Send to Janet Lindman

12. End of year committee reports

- a. Standing Committees (reports in separate file)
July 1 is the date to sign your intent to apply for sabbatical; Oct. 15 packet due.
- b. All University Committees (reports in separate file)

13. Old business

Committee recommendations are supposed to be integrated into the MoA. Can we hear what happens and why?

14. New business

Is Intellectual property the Research committee's oversight? Has not come up. That is an AFT question.

15. Adjournment (1:14 pm)

April 2014

Framework for a Revised General Education Program

Rationale for this Framework

After the Rowan Core proposal was voted down by the Senate in February, many senators suggested that because that model had many valuable ideas and insights, it could be revised in such a way that it could pass a subsequent vote with wide support. Because there was insufficient time left in the academic year to pass a revised model, an ad hoc committee was formed to present a series of guidelines and recommendations that would aid in the development of a full model in Fall 2014. **The ad hoc Rowan Core committee to be formed in Fall 2014 is free to include, modify, or reject any or all of these guidelines and recommendations, as long as their model is assessable and compliant with the Lampitt Law.**

Committee members Bill Carrigan, Karen Magee-Sauer, John Hasse and Bill Freind have developed the following framework, which is based on the immense efforts of the General Education Tactical Team and the Senate Ad Hoc Committee on the Rowan Core in researching, conceptualizing, and developing the Rowan Core model. The committee also acknowledges the active involvement of many in the Rowan community who participated in the Gen Ed reform process by attending meetings and providing substantial feedback.

Concerns with the Previous Rowan Core Model

The development of the new Rowan Core Literacies and their learning outcomes was a major accomplishment in the effort to create an integrated, progressive, and assessable Gen Ed system that addressed the recommendations of Middle States. The Rowan Core Literacies were ratified by the Senate in February, 2013.

While the Literacies were embraced in concept, the details of the proposed model for delivering the Literacies were more controversial. The proposed system entailed a fundamental change and left many with questions regarding the feasibility of implementation. Questions were also raised about possible changing from the current model to the Rowan Core system without a mechanism for departments to receive data or feedback on unforeseen problems.

The Framework committee acknowledges the sincere and legitimate concerns that ultimately resulted in the negative senate vote. These included:

- Concerns that students might not understand the Rowan Core requirements given the **undue complexity** of the multi-literacy mandate for courses, and the resulting number of possible combinations.
- Concern that **BS majors** would require a substantially different model.
- Uncertainty of **how the literacies will translate** into existing departmental General Education courses.

- Concern that the **majority of General Education** courses at Rowan are **adjunct taught** and that some adjuncts may be unwilling or unable to teach multi-literacy courses.
- Concern regarding the **placement of transfer courses** into appropriate literacies.
- Concern about the development of a **completely separate Rowan Core curriculum process** from the regular curriculum process.
- Concern that some **vital Gen Ed components would be lost**, such as the requirement of Social/Behavioral Science or for a foreign language.

Although these and other concerns ultimately resulted in a negative senate vote, we believe that the vast majority of the work that was accomplished in reinventing Rowan's General Education model can provide the foundation for a revised model that can accomplish the objectives of the reform and also be widely embraced by the university community.

We believe that General Education at Rowan University will turn from a menu-driven, distribution model to one based on the attainment of six literacies (Artistic, Communicative, Global, Humanistic, Quantitative and Scientific) that are aligned with learning goals and outcomes. (See Appendix A for the literacies and their goals and outcomes.)

Recommendations

We recommend that the Rowan Core will offer different programs for students in BA and BS degree programs.

1. Students working toward a BS would need at least 30 credits in the Rowan Core, with at least one course in each literacy:

- Artistic Literacy
- Communicative Literacy. Comp I (COMP 01111) and Comp II (COMP 01112) are required.
- Global Literacy
- Humanistic Literacy
- Quantitative Literacy
- Scientific Literacy

BS students would also need three additional courses as part of their 30 credits:

- a. Either Humanistic or Global
- b. Either Scientific or Quantitative
- c. Public Speaking (This requirement will expire after Spring 2018, and departments will be urged to include some form of Public Speaking as a program requirement.)

BS students will also need to complete a Writing Intensive course.

2. Students working toward a BA would need at least 36 credits in the Rowan Core, with at least one course in each literacy:

- Artistic Literacy

- Communicative Literacy. Comp I (COMP 01111) and Comp II (COMP 01112) are required.
- Global Literacy
- Humanistic Literacy
- Quantitative Literacy (Math requirement)¹
- Scientific Literacy

While we feel that lab sciences courses can be an important part of the education of BA students, we are reluctant to require those courses. Instead, we suggest that BA students be offered an incentive to enroll in lab science courses. We propose that the Quantitative and Scientific Literacy courses must total at least seven credits. Students can choose from the following options:

- a. A four credit lab science course and a three or four credit math course.
- b. A three credit scientific literacy course and a three or four credit math course, along with an additional three credit course that satisfies the quantitative and/or scientific literacies.

Additionally, we propose that BA students (like BS students) would be required to take Public Speaking through Spring 2018. After that date, departments will be urged to include some form of Public Speaking as a program requirement.

BA students will also need to complete a Writing Intensive course.

Native students pursuing either a BA or a BS would be required to take both a Rowan Seminar in their first semester and an as yet unnamed course in their second or third semester. We suggest that, if possible, Rowan Seminars present at least two literacies. These courses are more fully explained on page 7 of this document.

Transfer Students

According to the Lampitt Law, students who transfer to Rowan University with an Associate's Degree from a New Jersey county college have automatically fulfilled the lower level general education requirements.

The following diagram indicates how New Jersey community college general education courses map to the literacies in the Rowan Core framework.

Rowan Core Literacies	New Jersey Community College Goal Categories
Artistic Literacy	Humanistic Perspective
Communicative Literacy	Written and Oral Communication
Global Literacy	Global and Cultural Awareness

¹. BA students will need to take a Math course that corresponds to the existing requirement: Contemporary Mathematics (MATH01.115); Pre-calculus Mathematics (MATH01.122); College Algebra (MATH01.123); Calculus I (MATH01.130); Calculus II (MATH01.131); Structures of Mathematics (MATH01.201); Introduction to Geometry (MATH01.202); Calculus: Techniques & Applications (MATH03.125); Discrete Mathematics (MATH03.150); Discrete Structures (MATH03.160); Elementary Statistics (STAT02.100); Statistics I (STAT02.260); Honors Mathematics (H) (HONR05.180).

	Social and Human Behavior
Humanistic Literacy	Humanistic Perspective Historical Perspective
Quantitative Literacy	Quantitative Knowledge and Skills
Scientific Literacy	Scientific Knowledge and Reasoning

Transfer students will be required to complete a Writing Intensive course.

Implementation and Time Frame

This program will be implemented gradually to ensure proper planning, development and execution. This transition will occur over the course of four years. (See timeline below).

We propose the formation of two committees:

In Fall 2014, a Senate ad hoc committee will be formed to develop a Rowan Core model that will pass the Senate. Additionally, we recommend the formation in Fall 2015 of a permanent Senate committee called the Senate Rowan Core Committee to oversee and ensure the quality of the program.

We also recommend the creation of an independent administrative unit called the Rowan Core Program, to be headed by the Rowan Core Director, a faculty position with administrative release time. The Director's responsibilities will include scheduling and assessing courses, recruiting staff to teach courses, organizing and coordinating the faculty training workshop, among other duties. Support staff of one secretary will be required to assist the director. Space will also be required to house the program and provide the director an office.

Timeline

In an effort to retain as much of the spirit and intent of the Rowan Core process to date while addressing the significant concerns that led to the negative senate vote, the committee proposes a pathway forward. We suggest a phased implementation of a reworked Rowan Core model that allows a stepped process of development, testing, evaluation and adjustment before a final model becomes officially implemented as Rowan's new system of General Education.

We propose the following implementation:

Phase I - Preliminary Rowan Core and Literacies Groundwork

Phase II - Trial Implementation of Rowan Core

Phase III - Assessment and Adjustment of the Rowan Core Model

Phase IV - Rowan Core Becomes Official

Phase I - Preliminary Rowan Core and Literacies Groundwork

(Fall 2014 through Spring 2015)

- **Current Gen Ed Model Remains in Place**

- The current Gen Ed model will be maintained during Phases I, II and III.
- We recommend the formation of a Senate ad-hoc committee to act on (and, if necessary, revise) the recommendations in this framework, and to develop a revised Rowan Core that will be passed by the Senate no later than December, 2014. This committee will have a representative from the Colleges of Business; Communication and Creative Arts; Education; Engineering; Humanities and Social Sciences; Performing Arts; and Science and Mathematics.
- A Rowan Core curriculum process will be established.
- **Recommended guidelines for departments who wish to offer courses in the Rowan Core**
 - Departments will establish a primary literacy in which those courses will be designated.
 - Departments will establish at least four learning objectives/outcomes for the literacy the course will develop.
 - Departments will establish a plan for how the selected learning objectives/outcomes will be assessed within the given course.
 - Departments that wish to offer courses that provide more than one literacy designation will submit a proposal for demonstrating the multi-literacy learning objectives and plan for assessment. At least four learning objectives must be address for each literacy.
 - All courses will be reviewed by the Rowan Core committee for designation of the literacy(ies) and evaluation plan.
 - Departments may also propose new multi-literacy courses that are either within their own department or with interdisciplinary collaboration.
- **Current Rowan Seminars should present at least two literacies, and should present an overview of the Rowan Core.**
- **Programs should develop a Senior Capstone model. The capstone course will cover at least two literacies and should be Writing Intensive. Departments can use their own capstone course to fulfill this requirement if it meets specific requirements.**
- **Departments and programs will develop models to assess their own courses.**

Phase II - Trial Implementation of Rowan Core Model

(Fall 2015 through Fall 2016)

The current Rowan Gen Ed model will remain in place, but courses in the Rowan Core Model will be run to evaluate their workability and provide data for adjustments.

First Year Experience

- Current Rowan Seminar courses will remain but will be enhanced to play more of the role envisioned by the Cornerstone concept in the previous Rowan Core proposal.
- Rowan Seminars should provide an introduction and overview to the Rowan Core model to give students context for the purpose of general education, what the Rowan Core is intended to do, and how students can get the most out of it.
- One or two semesters after completing Rowan Seminar, students will take an additional 100 level course that also introduces at least two literacies. Departments can begin to establish these 100-level courses during Phase I.
- When a sufficient number of these courses are available, Freshmen or first semester Sophomores will be required to take a multi-literacy course with at least two or more literacies different from the Rowan Seminar literacies so that they are introduced to at least four literacies by the middle of their second year.

Mid-level Courses

- Students will be required to take courses that fulfill at least one of each of the literacies so that each student has had each literacy at least once.
- Departments are urged to create mid-career courses that integrate two or more literacies, since those will be more attractive to students.

Capstone Course

- Senior Capstone courses may be offered within the major and should address at least two literacies. The faculty member teaching the Capstone course should ensure that students have properly compiled their Rowan Core portfolios.

Departments and Programs will develop methods to assess these courses.

Phase III - Evaluation and Adjustment of Rowan Core Model

(Spring 2017 through Spring 2018)

- The Rowan Core model in Phase II will be monitored and evaluated, and adjustments will be made accordingly.
- A final draft of the new revised Rowan Core system will be presented to the Senate for Approval to officially replace the old Rowan Gen Ed System.

Phase IV - Rowan Core Becomes Official Rowan Model of General Education

(Fall 2018)

APPENDIX A

The Rowan Core Literacies Definitions, Learning Goals and Learning Outcomes

Artistic Literacy

Artistic literacy is the knowledge and understanding of the centrality of the arts and aesthetics to human existence. Art reflects, and artists respond to and interact with, their communities. Artistic literacy requires learning about and engaging in the creative and performing arts. Visual, verbal, physical and auditory expression will be informed by a study of historical and cultural contexts. Active experimental engagement, including critical analysis and evaluation, will foster an aesthetic sensibility, which includes cognitive and emotional responses.

Learning Goals

Students will know:

- Vocabulary, practitioners, and various styles, genres, and traditions
- Historical foundations, ideological dimensions and cultural practices
- Practical techniques of expression and the creative process
- Professional and academic standards in the arts

Students will understand:

- The relationship of the arts to self and society
- The interdependent relationship of artists and audiences
- The innovative nature of the creative process
- How the body, voice, and mind can be used to express ideas
- The role of critical theory in the arts
- How art is a driver and product of culture
- The range of artistic contributions, such as “popular” or “high” art

Students will appreciate:

- The value of an aesthetic sensibility
- The role of the arts in society
- The ideological potential of art, e.g., as a means of social protest or political oppression

Students will engage their learning by:

- identifying and describing various forms of artistic expression
- Making and justifying aesthetic judgments
- Critiquing various forms of expression that are rooted in diverse cultures, value systems, or historical contexts
- Applying and practicing foundational creative techniques, such as visual, verbal, physical and auditory expression

Learning Outcomes

1. Students can use vocabulary related to and names of practitioners of various styles, genres, and traditions.
2. Students can describe historical foundations, ideological dimensions and cultural practices.
3. Students can discuss professional and academic standards in the arts.

4. Students can explain the relationship of the arts to self and society (e.g., the interdependent relationship of artists and audiences; how art, ranging from popular to high art, is both a driver and product of culture).
5. Students can demonstrate how the body, voice and mind can be used to express the creative process.
6. Students can describe the role of critical theory in the arts.
7. Students will experience firsthand and reflect on works of art and artistic performances in several different genres.
8. Students will critique (i.e., describe, analyze, interpret, judge) various forms of expression that are rooted in diverse cultures, values systems, or historical contexts.
9. Students will apply and practice foundation creative techniques, such as visual, verbal, physical and auditory expression, through the creation of an original product or performance.

Communicative Literacy

Communicative literacy is the capacity to analyze, reflect on, and respond to diverse communication situations. This includes understanding the ways in which audience, context, and purpose shape acts of communication. Communicative literacy is demonstrated through fluency in various modes of communication and effective adaptation, invention, and choice of strategies for communication. Engagement in a range of communicative acts and experiences will cultivate critical awareness and ethical responsibility.

Learning Goals

Students will know:

- Critical reading and listening skills
- Standards and conventions of written and spoken discourse
- Research and citation skills within academic and nonacademic forums
- Information and communication technologies
- Diverse genres, styles, and strategies

Students will understand:

- How to be receptive as a reader and listener to new information and knowledge
- How individual perspectives affect the reception, interpretation and performance of communicative acts
- How self and community are situated within various communicative contexts, such as the social, the political, the personal, and the civic
- How purpose, audience, and context shape communication
- How language and cultural perceptions shape, construct, and negotiate reality
- How appropriate communication is defined by social groups or contexts through the use of genres, practices, and conventions
- How new media are revolutionizing communication

Students will appreciate:

- The creative power of language to shape reality (attitudes, actions, knowledge) in multiple forms
- The agility and knowledge required to respond to diverse communication situations
- The limits and possibilities of language use within particular social and material contexts
- The challenges of translation and comprehension
- The importance of intelligibility, purpose, and fluency in all communication forms

Students will engage their learning by:

- Transferring their understanding of effective written, oral, and nonverbal communication to all of their courses
- Practicing their communicative literacy skills in both academic and non-academic settings
- Taking responsibility for using language ethically, understanding that language is a powerful tool with social and material dimensions, functions, and consequences
- Critically analyzing how different modes of communication are constructed, mediated and moderated

Learning Outcomes

1. Students can compose texts that successfully respond to a variety of rhetorical situations and needs.
2. Students can investigate, discover, evaluate and incorporate information and ideas to create rhetorically adept messages
3. Students can create messages in a variety of formats, modes, and genres, including visual and digital modes.
4. Students can articulate their rhetorical choices/strategies in response to the needs and expectations of audience, context, and purpose.
5. Students can identify and evaluate various format, modes, and genres of communication within their social context.
6. Students can identify, analyze, and evaluate the rhetorical strategies of complex texts.
7. Students will produce and analyze complex texts (written, oral and nonverbal) for a variety of purposes and demonstrate their understanding of rhetorical strategies, genres, and discourse community expectations, and well as the effect of evolving digital technologies on communication.
8. Students will investigate, discover, evaluate and incorporate information and ideas to create authentic messages.
9. Students will explain how different forms of communication are culturally constructed, mediated, and moderated and how their value and effects are situated in the global, the political, the social, the civic, and the personal.

Global Literacy

Global literacy is the ability to understand the complexities of one's own society as well as the global community. This requires knowledge of the diversity of world cultures and recognition of the interdependence of the contemporary world. The extensive globalization of the world's economies and societies reveals the limits of human and natural resources in a global context. Knowledge of the reciprocal nature of local and global conditions will produce an international perspective. Engagement will occur through the traditional curriculum as well as high impact, experiential learning, such as Study Abroad, internships, service, and other methods of active community engagement.

Learning Goals**Students will know:**

- The interconnectedness and interdependencies of the global community
- The issues regarding environmental, social and economic sustainability
- The social and cultural differences that influence individuals' lived experiences as members of communities
- The multiple avenues for civic engagement

Students will understand:

- Their perspective, rights and obligations as members of multiple communities
- The connections among the self, the local community and the global community
- How sustainability issues are embedded in disparate social, cultural, ecological, and economic milieus
- The costs and benefits of globalization
- Why solutions to many of today's problems are often borderless
- How culture shapes one's world view

Students will appreciate:

- How diversity in gender, race/ethnicity, ability, status, sexual orientation, national origin, etc. impacts individuals' differing lived experiences
- The value of civic engagement for the individual and for the community
- The growing internationalization of human experience
- The complex interdependencies of world economies and societies
- The interplay between cultural traditions and the increasing standardization of the global community
- The pervasiveness and importance of technology and its impact on global communities
- The history, literature, language, arts and cultures of other societies

Students will engage their learning by:

- Participating as builders and active members of multiple communities
- Engaging in international experiences (such as Study Abroad, study of foreign languages and cultures, service learning in an immigrant community, internationally focused co-curricular activities, etc.)
- Analyzing and reflecting upon social justice, multiculturalism, sustainability, and diversity in both local and international contexts

Learning Outcomes

1. Students can demonstrate civic engagement by active participation and reflection.
2. Students can express their knowledge and understanding of another culture.
3. Students can describe connections between local and global communities.
4. Students can communicate their understanding of sustainability in social, cultural, ecological and/or economic milieus, both locally and globally.
5. Students can express connections between the self and community.
6. Students can explain the costs and benefits of globalization.
7. Students will reflect critically on their own cultural experiences, cross-cultural interactions, and the diverse cultural experiences of others.
8. Students will use comparative thinking to understand local/global connections in contemporary society on a range of cultural, political, economic and environmental issues.
9. Students will describe and appraise their civic engagement as active members and builders of multiple communities.

Humanistic Literacy

Humanistic literacy is the ability to understand how human experience is shaped by economic, political, literacy, socio-cultural, historical and other contexts. Humanistic literacy includes critical awareness of how dominant paradigms are created and shape human thinking and feeling. It also encompasses the ability to empathize with other times, places, cultures, and mindsets and to grasp the complexity of change and perspective. Active engagement involves the study and

interpretation of significant texts and artifacts to develop awareness and to use this awareness to make decisions and to initiate and react to change.

Learning Goals

Students will know:

- Human commonalities and differences as represented by histories, literary traditions, philosophical and religious viewpoints, and political and economic systems around the globe and throughout human history
- The major developments in human history and thought that led to the complex modern world

Students will understand:

- How the basic concepts/paradigms of major disciplines provide context for diverse interpretations of the present and past
- Intellectual and social dimensions of human experience in local and global contexts
- The impact of geographic, ecological, political, economic, and socio-cultural contexts on human experience and activity

Students will appreciate:

- The complexity of any historical moment, including the present, is a product of multiple, interacting forces within economic, political, geographic, socio-cultural, and other contexts
- That continuity and change as inherent to human experience
- That understanding the past takes into account knowing the values and culture of a particular time and place
- That intellectual inquiry generates debate and controversy, often leading to new perspectives

Students will engage their learning by:

- Studying texts and artifacts that reflect the concerns and experiences of the intellectual moment in which they were created
- Interpreting these texts and artifacts in light of a variety of theoretical and critical perspectives while demonstrating an understanding that no absolute “truth” exists in such interpretive efforts
- Using sound reason to evaluate claims, assess evidence, and guide decision making.

Learning Outcomes

1. Students can identify and describe major developments in human history and thought.
2. Students can identify major commonalities and differences in human societies.
3. Students can analyze and explain the factors, events, and developments that led to the contemporary world.
4. Students can locate and explain how basic concepts and/or paradigms of different disciplines can provide context for diverse interpretations of a present or past event.
5. Students can incorporate intellectual and social dimensions of human experience into an analysis of local and global contexts.
6. Students can explain the impact of geographic, ecological, political, economic, and socio-cultural contexts on human experience and activity.
7. Students will analyze the context and significance of a particular intellectual moment (e.g., prepares a debate or position paper).
8. Students will interpret texts and/or artifacts through multiple perspectives.
9. Students will evaluate claims, assess evidence, and exercise ethical standards to build a coherent argument on an event or topic.

Quantitative Literacy

Quantitative literacy is the ability to reason logically and to communicate mathematical ideas verbally, symbolically, and graphically. It means knowing fundamental concepts and techniques of mathematical principles and processes in order to see mathematical functions as quantitative relationships, to understand the concept of probability, and to estimate or approximate answers to questions. This knowledge provides a foundation for understanding how to construct logical arguments and how to make use of mathematical thinking. Quantitative literacy encourages appreciation of mathematics as a practical tool as well as a philosophical and humanistic endeavor which helps to understand the world. Engagement in quantitative literacy includes analysis of the use of mathematics and the application of mathematical thinking and modeling to real-world problems.

Learning Goals

Students will know:

- Fundamental functions and relational thinking
- Analytical thinking—how functions change as underlying parameters change
- Algorithmic thinking—being able to model a “real-world” problem as a “math-world” problem
- Computational thinking—how to solve complex problems through iterative processes
- Basic descriptive statistics (definitions, concepts)
- The distinction between continuous and discrete quantities (analog v. digital; real numbers v. natural numbers, measurable v. countable)

Students will understand:

- How to construct a complete, logical argument in quantitative terms
- Mathematical modeling as a representation of reality that can be evaluated based on its usefulness
- Applications and limitations of computational and statistical reasoning
- The difference between correlation and causality
- Quantitative and logical reasoning

Students will appreciate:

- Mathematics as a philosophical abstraction
- The contribution of quantitative reasoning to human innovation and progress

Students will engage their learning by:

- Communicating mathematical ideas in symbolic, graphic, oral and written forms
- Evaluating the appropriateness and limitations of quantitative models of real-world situations
- Applying algorithmic thinking to solve quantitative, real-world problems
- Assessing the claims of others and make informed decisions about issues related to probability

Learning Outcomes

1. Students can define basic statistical and regression vocabulary and also qualitatively describe the meanings relative to a set of given data (e.g. mean vs. median, what does the standard deviation represent; correlation coefficients, and model parameters/coefficients)
2. Students can outline a logical solution to complex real-world problems through simplification to a mathematical model.
3. Students can describe the differences between continuous (e.g. measurable) and discrete (e.g. countable) quantities and how this affects how they can be analyzed.

4. Students can perform basic statistical and regression analyses on data and also qualitatively describe the meaning of the results (e.g. how they change as new data are added, limits of regression models and how they can infer correlation and/or causality).
5. Students can solve complex real-world problems through simplification to a mathematical model and then discuss how that model is affected by adding back in ignored complexities.
6. Students can perform basic analyses on both discrete and continuous data.
7. Students will communicate mathematical ideas in symbolic, graphic, oral and written forms.
8. Students will evaluate the appropriateness and limitations of deterministic and probabilistic models to make informed decisions in real world situations.
9. Students will apply algorithmic thinking to solve quantitative, real world problems.

Scientific Literacy

Scientific literacy is the understanding that science is systematic, evidence-based process of observation, modeling, and testing, to formulate and refine theories which not only explain but predict. Scientific literacy encompasses an appreciation of the role of science in society, technology, engineering, and mathematics. It includes recognition of the scientific knowledge, skills and values that promote informed evaluation of the validity of claims and proposed solutions to current problems. Scientific literacy does not necessarily involve the production of new science but rather it enables one to informed decisions and cooperative engagement in the protection and improvement of the world through scientific processes.

Learning Goals

Students will know:

- Basic working definitions and vocabulary
- Universal unifying concepts in science
- Scientific skills including critical observation, objective analysis, measurement, estimation, and analyzing uncertainties (scientific error)

Students will understand:

- How science uses specific processes to yield accepted results
- How science uses models (simplifications) to represent the world and how these models are evaluated as a function of their usefulness
- The difference among fact, hypothesis, and theory
- That the world is a collection of explainable phenomena and that it is possible to identify what is not yet known
- The importance of science in formulating public policy

Students will appreciate:

- The concept that learning science requires doing science
- Science is a human process, with a history and social context
- The value of science for understanding the natural world and improving the human condition
- That scientific conclusions must be informed by scientific evidence resulting from a systematic process of inquiry and reflective practice
- The value of a healthy, informed inquiry
- The accessibility of scientific knowledge and skills

Students will engage their learning by:

- Solving problems and making decisions in systematic ways by collecting and analyzing data to verify or falsify a hypothesis and by using evidence to distinguish between competing hypotheses
- Communicating scientific information effectively
- Being informed consumers of science

Learning Outcomes

1. Students can demonstrate the ability to conduct scientific measurement and to discuss its limitation due to scientific error/uncertainty.
2. Students can conduct directed experiments including set-up, data collection, data analysis, and interpret results to either “discover” or verify scientific theory.
3. Students can demonstrate knowledge of core ideas and vocabulary of science and the scientific method in written and/or oral work.
4. Students can describe how to design an experiment to test competing hypotheses by manipulating and controlling variables.
5. Students can identify and explain a modern example of public policy drawing on scientific evidence.
6. Students can discuss the utility and limitations of scientific models.
7. Students will conduct, critique and design scientific studies following the standard scientific method.
8. Students will compose and critique scientific arguments as presented in both popular media and scientific literature as well as compose their own.
9. Students will apply scientific data to solve a real-world problem.

Academic Integrity Policy

I. Introduction

The integrity of academic programs is imperative to Rowan University's mission. While acknowledging the social and collaborative nature of learning, the University expects that grades awarded to students will reflect individual efforts and achievements. All members of the Rowan community are responsible for understanding what constitutes academic dishonesty; upholding academic integrity standards and encouraging others to do likewise; and knowing the procedures, rights and obligations involved in the Academic Integrity Policy. Academic dishonesty, in any form, will not be tolerated. Students who commit an act of academic dishonesty are subject to disciplinary sanctions up to and including expulsion from the university.

II. Definitions of Academic Integrity Violations

Cheating: Cheating is an act of deception by which a person misrepresents his or her mastery of material on a test or other academic exercise.

Examples of cheating include but are not limited to:

- Copying from another person's work.
- Allowing another person to copy your work.
- Using unauthorized materials such as a textbook or notebook during an examination or using technology to illicitly access unauthorized materials.
- Using specifically prepared materials such as notes written on clothing or other unauthorized notes, formula lists, etc., during an examination.
- Collaborating with another person during an examination by giving or receiving information without permission.

Plagiarism: Plagiarism occurs when a person represents someone else's words, ideas, phrases, sentences, or data as one's own work. When submitting work that includes someone else's words, ideas, syntax, data or organizational patterns, the source of that information must be acknowledged through complete, accurate and specific references. All verbatim statements must be acknowledged through quotation marks. To avoid a charge of plagiarism, a person should be sure to include an acknowledgment of indebtedness, such as a list of works cited or bibliography.

Examples of plagiarism include but are not limited to:

- Quoting, paraphrasing or even borrowing the syntax of another's words without acknowledging the source.
- Using another's ideas, opinions or theories even if they have been completely paraphrased in one's own words without acknowledging the source.
- Incorporating facts, statistics or other illustrative material taken from a source, without acknowledging the source, unless the information is common knowledge.

- Submitting a computer program as original work that duplicates, in whole or in part, without citation, the work of another.

Fabrication: Fabrication refers to the deliberate use of invented information or the falsification of research or other findings with the intent to deceive. Examples of fabrication include but are not limited to:

- Citation of information not taken from the source indicated.
- Listing of sources in a bibliography or other report not used in that project.
- Fabricating data or source information in experiments, research project or other academic exercises.
- Misrepresenting oneself or providing misleading and false information in an attempt to access another user's computer account.

Academic Misconduct: Academic Misconduct includes the alteration of grades; involvement in the acquisition or distribution of unadministered tests; and the unauthorized submission of student work in more than one class.

Examples of academic misconduct include but are not limited to:

- Submitting written work to fulfill the requirements of more than one course without the explicit permission of both instructors.
- Changing, altering, falsifying or being accessory to the changing, altering or falsifying of a grade report or form, or entering any university office, building or accessing a computer for that purpose.
- Stealing, buying, selling, giving away or otherwise obtaining all or part of any unadministered test/examination or entering any university office or building for the purpose of obtaining an unadministered test/examination.
- Coercing any other person to obtain an unadministered test.
- Substituting for another student or permitting any other person to substitute for oneself to take a test or examination.
- Altering test answers and then claiming instructor inappropriately graded the examination.
- Violating the Network and Computer Use Policy, also known as the "Acceptable Use Policy, Network and System Services" established by Information Resources. Currently available at: <http://www.rowan.edu/toolbox/policies/network/>. Below are some examples of violations listed in the policy. Students should refer to the policy for the full list of violations.
 - Each user is solely responsible for all functions performed from his/her account(s) on any system.
 - No user may violate Federal Copyright Law. This means he/she may not alter, copy, translate, transmit, or receive software, music, images, text, or any other information licensed to or copyrighted by another party unless the license or copyright explicitly permits he/she to do so.

- No user may attempt to monitor another individual's data communications, nor may he/she read, copy, change, or delete another individual's files or software, without the prior permission of the owner.
- No user may send messages that are likely to result in the loss of the recipient's work, system downtime, or otherwise compromise a remote user's system. This includes, but is not limited to, redistribution of computer viruses or trojan horses.

III. Classification of Academic Integrity Violations by Offense

Violations of academic integrity are classified into four categories based on the seriousness of the behaviors and the possible sanctions imposed. Brief descriptions are provided below. These are general descriptions and should not be considered as all inclusive.

Level 1 Violations

Level 1 violations may occur because of ignorance or inexperience on the part of the person(s) committing the violation and ordinarily include a very minor portion of the course work. A sanction for a level 1 violation will not exceed a failing grade on the assignment.

Example: Improper footnoting or unauthorized assistance with academic work on the part of a first-year Rowan University student.

Recommended Sanction(s): Make-up assignment at a more difficult level or assignment of no-credit for work in question, required attendance at an Academic Integrity Seminar, and/or an assignment that will increase the student's awareness of academic integrity.

Reporting Mechanisms: Matters involving Level 1 violations are normally adjudicated by the instructor and sanctioned accordingly. A record of this violation will be retained in the Office of the Provost in accordance with State record retention guidelines. The student can appeal the determination in accordance with policy.

Level 2 Violations

Level 2 violations involve incidents of a more serious nature and affect a significant aspect or portion of the course. A second Level 1 violation will automatically become a Level 2 violation. A sanction for a Level 2 violation will not exceed a failing grade in the course.

Example: Quoting directly or paraphrasing without proper acknowledgment on an assignment or failing to acknowledge all sources of information and contributors who helped with an assignment.

Recommended Sanction(s): A failing grade in the course, Academic Integrity Probation and/or the imposition of other lesser sanctions as deemed appropriate.

Reporting Mechanisms: Matters involving Level 2 violations are normally adjudicated by the instructor and sanctioned accordingly. A record of this violation will be retained in the Office of the Provost in accordance with State record retention guidelines. The student can appeal the determination in accordance with policy.

Level 3 Violations

Level 3 offenses are even more serious in nature and involve dishonesty on a more significant portion of course work, such as a major paper, hourly or final examination. If a student had previously been found guilty either of one or more violations at Level 2 or higher, or of two Level 1 violations, an additional violation at any level will automatically become at least a Level 3 violation. A sanction for a level 3 violation will not exceed suspension from the University.

Example: Copying from or giving assistance to others on an hourly or final examination, plagiarizing major portions of an assignment, using forbidden material on an hourly or final examination, presenting the work of another as one's own, or altering a graded examination for the purposes of re-grading.

Recommended Sanction(s): A failing grade in the course, Academic Integrity Probation, and suspension from the University for one or more semesters with a notation of "Disciplinary Suspension" placed on a student's transcript and/or the imposition of other lesser sanctions as deemed appropriate. Reporting Mechanisms: Matters involving Level 3 violations are adjudicated by the Academic Integrity Review Board. A record of this violation will be retained in the Office of the Provost in accordance with State record retention guidelines.

Level 4 Violations

Level 4 violations are the most serious breaches of academic integrity. They also include repeat offenses below Level 4 violations and violations committed while already on or after returning from Academic Integrity Probation.

Example: Forgery of grade change forms; theft of examinations; having a substitute take an examination; any degree of falsification or plagiarism relating to a senior or graduate thesis; using a purchased term paper; sabotaging another's work; the violation of the clinical code of a profession.

Recommended sanction: Expulsion from the University and a permanent dismissal notation on the student's transcript and/or the imposition of other lesser sanctions as deemed appropriate. Reporting Mechanisms: Matters involving Level 4 violations are adjudicated by the Academic Integrity Review Board. A record of this violation will be retained in the Office of the Provost in accordance with State record retention guidelines.

IV. Reporting and Adjudication of Academic Integrity Violations

Role of Students and University Employees

A student or University employee **other than a course instructor** who has witnessed an apparent academic integrity violation or has information that reasonably leads to the conclusion that such an act has occurred or will occur should inform the instructor or the Office of the Provost **within 3 working days**.

An instructor who believes that a student has attempted or committed an apparent act of academic misconduct should investigate the matter. Instructors are encouraged to consult with staff in the Office of the Provost.

Roles of Instructor **and Student**

- a. If the instructor concludes that an academic integrity violation has occurred, he or she should obtain a copy of the Report of an Academic Integrity Violation (RAIV) form from the web, the departmental office, or the Office of the Provost. The instructor should complete as much of the RAIV form as possible prior to meeting with the student, including the appropriate type of violation/level.
- b. The instructor should make reasonable attempts to meet with the student in question as soon as possible and **such a meeting should occur within 7 working days from the discovery of the suspected violation**. When necessary, such meetings may be conducted by telephone or electronic mail. In this meeting every effort should be made to preserve the basic teacher/student relationship. For Level 1 and Level 2 violations, the instructor should indicate sanctions on the RAIV before the student signs the acknowledgement section of the RAIV form. (Instructors do not recommend sanctions for Level 3 and 4 violations.) Instructors may recommend sanctions up to and including a failing grade for the course depending on the level of violation. The student should be given the opportunity to respond to the allegation and to review and sign the RAIV if he/she so chooses.
- c. The student's signature on the RAIV signifies that he/she is aware of the alleged violation and understands where information on next steps in the procedure can be found. The student should be allowed to remain in class and complete course work until a final resolution is reached. Students should not sign the form if they have additional questions or want to consult staff in the Office of the Provost. **Such consultations should occur within 5 working days**.
- d. At the conclusion of the meeting the instructor must provide the student with a copy of the RAIV form, whether the student signed the form or not. The instructor should then forward the form and all supporting documentation to the Office of the Provost.

Level 1 violations: The instructor will make the determination on whether a violation has occurred and on the penalty. Appeals go directly to the Office of the Provost and will be heard by the Academic Integrity Review Board. **Students must notify the Office of the Provost within 5 working days after the consultation period if they intend to appeal an instructor's determination.**

Level 2 violations: The instructor will make the determination of whether a violation occurred and on the penalty. Appeals go directly to the Office of the Provost and will be heard by the Academic Integrity Review Board. **Students must notify the Office of the**

Provost within 5 working days after the consultation period if they intend to appeal an instructor's determination.

Level 3 and 4 violations: The Office of the Provost will refer the matter to the Academic Integrity Review Board for adjudication at a hearing. The Board will issue a finding and recommendation to the Office of the Provost, which will make the final decisions on both rulings and appeals.

- e. Additional sanctions, including suspension or expulsion from the university, may be recommended when requested by the instructor, requested by the academic unit in which the violation occurred, or when stipulated by the academic integrity policy (i.e. the level of the violation or the existence of previous academic integrity violations by the student).
- f. In the case that an instructor must assign a grade before the case is resolved, the instructor should assign a grade of "INC," which will be changed when the case is resolved.
- g. A student may not withdraw from a course in which he or she has committed or has been accused of committing an academic integrity violation. A student found to have withdrawn from a course in which an academic integrity violation is alleged or determined will be re-enrolled in the course upon receipt of a RAIV by the Office of the Provost. In addition, a student found responsible for an academic integrity violation in a course in which they have participated but have not enrolled will be retroactively enrolled and assigned an appropriate sanction.

V. Academic Integrity Review Board Procedures

Composition of the Board

The Academic Integrity Review Board is composed of six regular members.

- A minimum of two student members from a pool of between 7 and 14 students who are appointed by the Student Government Association. Student members must be matriculated and in good standing with the University.
- Two members of the faculty who are appointed by the University Senate President.
- Two members of the administration who are appointed by the Office of the Provost.
- Two student and administration alternates and **four faculty alternates** will also be appointed.

The Academic Integrity Review Board is chaired by the Associate Provost for Academic Affairs. The Chair shall be a participating but nonvoting member of the Board. The Academic Integrity Review Board may be convened for adjudication of an allegation of academic dishonesty by a quorum of four members, provided that at least one student, one faculty member and one administrator are present.

Overview of Hearing Process

Level 1 and 2 violations are adjudicated by the instructor and reported to the Office of the Provost. The Office of the Provost determines whether the student has committed a prior violation and adjusts the level of violation accordingly. The Academic Integrity Review Board annually reviews reports of Level 1 and 2 violations to confirm that classifications of violations and subsequent sanctions that were imposed were appropriate. Level 3 and 4 violations are referred directly to and adjudicated by the Academic Integrity Review Board.

The possible findings and outcomes of hearings conducted by the Academic Integrity Review Board are summarized below. Academic Integrity Violation is abbreviated as AIV.

Appeal of Level 1 Violation

Possible Findings	Outcomes
Student is not responsible for an AIV.	Student is cleared. Grade must be recalculated without the penalty for the alleged violation.
Student is responsible for a Level 1 violation.	Level 1 sanctions are upheld.

Appeal of Level 2 Violation

Possible Findings	Outcomes
Student is not responsible for an AIV.	Student is cleared. Grade must be recalculated without the penalty for the alleged violation.
Student is responsible for a lesser (Level 1) violation.	Student is responsible for a lesser offense. Penalty is lowered as appropriate and course grade is recalculated.
Student is responsible for a Level 2 violation.	Level 2 sanctions are upheld.

Level 3 and Level 4 Sanction Hearings

Possible Findings	Outcomes
Student is not responsible for an AIV.	Student is cleared. Grade must be recalculated without the penalty for the alleged violation and entered to replace the Incomplete.
Student is responsible for a lesser (Level 1 or Level 2) violation.	Student is responsible for a lesser offense. Penalty is determined as appropriate. Course grade is recalculated and entered to replace the Incomplete.
Student is responsible for a Level 3 violation.	Level 3 sanctions are recommended as appropriate.
Student is responsible for a Level 4 violation.	Level 4 sanctions are recommended as appropriate.

Additional Procedural Guidelines

- a. For matters not being adjudicated by the Academic Integrity Review Board (Levels 1 and 2), the Office of the Provost will conduct a review to determine whether the student has any prior violation and then determine appropriate additional procedures.
- b. When applicable, the Office of the Provost will be responsible for providing both the student and the instructor with proper notice concerning their participation in a hearing before the Academic Integrity Review Board. The Office of the Provost will use all available means including mail, email, and phone calls to contact the student and instructor. **A period of 20 days will be allowed for confirmation of the hearing by the instructor and student. The hearing may proceed after the 20 day period even if confirmation is not received from one or the other party involved.** In addition, notice of the results of hearings will be provided. In the event that either the student or the instructor does not attend a scheduled hearing, the matter will be heard based on the written record and the information provided by the party in attendance.

- c. Hearings conducted by the Academic Integrity Review Board will be closed to all members of the campus and outside community except those directly involved with the case.
- d. The burden of proof rests upon the complainant, who must establish, on the basis of the standard of a “preponderance of evidence,” that it was “more likely than not” that the accused student is responsible for the conduct violation based on the weight of the credible information presented.
- e. Any student appearing at a hearing before the Academic Integrity Review Board for adjudication of an allegation of academic dishonesty may challenge the assignment of any member of the board to his/her case. Upon hearing the details of the challenge, the Chair will either uphold or deny the challenge.
- f. A Board member will withdraw from adjudicating any case in which he/she cannot reach a fair and objective decision.
- g. Because legal procedures will not be formally applied, the Chair will make all determinations on questions of procedure and admissibility of information presented and will not be excluded from hearings or Board deliberations except that s/he will not vote. The Chair will exercise control over the manner in which the hearing is conducted to avoid unnecessarily lengthy hearings and to prevent the harassment or intimidation of witnesses. Anyone who disrupts a hearing or who fails to adhere to hearing procedures may be excluded from the proceeding.
- h. The accused student may submit a written statement to the Board prior to the hearing. Submission of such a statement is not a substitute for participation in the hearing. The student may also provide, in advance or during the hearing, additional documentation that is directly relevant to the case.
- i. With advance approval from the Academic Integrity Hearing Board, the accused student is allowed to call witnesses to present testimony that is directly relevant to the case. Character witnesses are not permitted. The student must sign a FERPA waiver indicating consent to have the witness present. The witness will be called into the hearing only to present testimony and to be questioned by the Board. The student may not address the witness or the Board while the witness is present. If the witness is a Rowan University student, no immunity is implied; any information provided may be used in subsequent hearings. The witness will be informed that he/she cannot be compelled to appear, stay at the hearing, or give any testimony if unwilling. The witness will sign a statement to that effect.
- j. The Board will review all materials and hear all information pertinent to the case from the complainant, the accused and all witnesses. Members of the Board, including the Chair, will be free to ask relevant questions in order to clarify information or resulting issues.
- k. After hearing all the information, the Board will deliberate privately until a decision is reached by a majority vote. A tie vote will result in a finding of “not responsible.”
- l. If the student is found “responsible” the Board will recommend the appropriate sanctions to be imposed.
- m. Cases heard by the Academic Integrity Review Board that result in a finding that the student is responsible for an academic integrity violation are automatically appealed to the Provost, who

reviews the case and findings and provides a final decision. This will be the final step in the adjudication process.

- n. Following the hearing, the Office of the Provost will provide the accused student with written notification of the decision reached and a list of any sanctions imposed. If the student is found “responsible,” a record of the decision will be placed in the student’s advising folder.

VI. Rights in Hearings

The University disciplinary system is not a criminal or civil law process and the legal procedures applicable in criminal and civil cases will not apply. This policy is not intended to supersede any existing law or regulation. University disciplinary hearings will accord the following specific rights to all students:

- a. To receive written notice of the alleged violation.
- b. To have reasonable access to the case materials prior to and during any hearing.
- c. To have access to advice by an individual of his or her choosing, including an attorney.
However, the advisor may not participate in the hearing. The student must sign a FERPA waiver indicating he/she has consented to have the individual present.
- d. To participate in the hearing, present information on his or her own behalf, call witnesses and question information provided at their hearing. This does not include the right to directly question witnesses.
- e. To receive written notification of the decision reached and a list of any sanctions imposed.

VII. Description of Sanctions

A student may receive a single or multiple sanctions for violations of the Academic Integrity policy. Factors to be considered in deciding sanctions will include present demeanor and past disciplinary record of the student and the nature and severity of the violation. Sanctions which may be imposed upon a student found responsible for a Level 3 or Level 4 include the following:

Notation of Academic Integrity Violation on Transcript: When a student fails a course because of a Level 3 or Level 4 violation, this will be noted on the student’s transcript. The notation can be removed from the transcript at the student’s request provided the student has had no further academic integrity violations for one calendar year (365) days. The student can have a maximum of one such notation removed in his/her career as a Rowan student.

Academic Integrity Probation: Academic integrity probation is a period of one calendar year (365 days) indicating that a student is no longer in good standing with the university vis-à-vis academic integrity because of a Level 3 or Level 4 violation. (This status is distinct from Academic Probation, which concerns academic performance.) Any subsequent Academic Integrity Violation while in this status will likely result in suspension or expulsion from the university. Any subsequent Academic Integrity Violation while in this status will likely result in suspension or expulsion from the university.

Suspension: Beginning on the date the suspension takes effect, the student is no longer a registered student, may not attend classes, nor receive grades for a specified period of time. In addition, while in this status, the student is not permitted to be present on the campus or at a University-sponsored event for any reason whatsoever. The suspension will be noted on the student’s academic transcript as disciplinary suspension. The student is not entitled to any refund of any fees after published refund dates.

Expulsion: Beginning on the date the expulsion takes effect, the student may never again be a registered student, may never attend classes, nor receive grades. In addition, the student may never be present on the campus nor at a University-sponsored event for any reason whatsoever. The expulsion will be noted on the student's academic transcript as Academic Integrity Expulsion. The student is not entitled to any refund of any fees after published refund dates.

Updated March 2014

BASIC SKILLS REQUIREMENTS POLICY

Basic skills courses provide an appropriate curriculum for students with documented weaknesses in the areas of reading, mathematics, and writing. These courses also reinforce the general academic skills needed for a successful academic career. Transfer students with 30 or more transfer credits are exempt from basic skills courses and placement exams in Reading and Math and from basic skills courses in Writing.

Students must take any required basic skills course(s) beginning in their first semester at Rowan and each subsequent semester until the requirements have been fulfilled.

Credit towards Graduation

Students do not receive graduation credit for passing basic skills courses. These courses do not count toward the minimum number of semester hours needed to complete the student's major and/or degree requirements. The credits do count toward part- or full-time status for enrollment and financial aid purposes.

Tuition

Tuition for basic skills courses is the same as for college-level courses.

Basic Skills Placement for Reading and Math

Incoming freshman and transfer students with fewer than 30 credits are required to take placement tests. The test for placement in reading and math is the *Accuplacer*, a computer adaptive test administered at the University in the Testing Center, located in the Academic Success Center, 3rd floor of Savitz.

Reading Requirements

Accuplacer Reading Comprehension Test Score

20-69
70- 120

Reading Course Placement

READ 17100 Improving Personal Reading Skills (3 sh)
No Basic Skills Required

Students are exempt from the Reading Comprehension Test if: SAT Critical Reading score is 550 or above; ACT Reading score is 25 or above; a Literature course successfully transferred; 30 or more credits successfully transferred.

Mathematics Requirements

Accuplacer Elementary Algebra Test Score

61 and below
62-76
77 or better

Math Course Placement

MATH 01094 Basic Algebra I (2 sh)
MATH 01095 Basic Algebra II (2 sh)
No Basic Skills Required

Students are exempt from the Elementary Algebra Test if: SAT Math score is 550 or above; ACT Math score is 25 or above; a college-level Math course has successfully transferred; 30 or more credits successfully transferred.

Basic Skills Placement for Writing

Students are placed in all First-Year Writing courses based on a combination of SAT Writing and Critical Reading scores or a combination of ACT English and Writing scores. All incoming students who do not have SAT or ACT scores on file, regardless of the number of transfer credit hours (except those students

with transfer credit for College Composition I or II) must take the Writing Arts Department Placement Essay Exam in order to determine proper placement. Transfer students with 30 or more transfer hours are exempt from placement in the Basic Skills course.

Additionally, any student who would like his or her SAT or ACT placement reevaluated can take this exam.

<u>SAT Combined Writing/Verbal Score</u>	<u>Writing Course Placement</u>
880 and below	Basic Skills: COMP 01103 Foundations for College Writing (3 sh)
900 to 980	No Basic Skills: COMP 01105 Intensive College Composition I (4 sh)
1000 and above	No Basic Skills Required: COMP 01111 College Composition I (3 sh)

<u>ACT Combined English/Writing Score</u>	<u>Writing Course Placement</u>
18 and below	Basic Skills: COMP 01103 Foundations for College Writing (3 sh)
19 to 21	No Basic Skills: COMP 01105 Intensive College Composition I (4 sh)
22 and above	No Basic Skills Required: COMP 01111 College Composition I (3 sh)

Both Intensive College Composition I and College Composition I fulfill Rowan University's General Education requirements.

Grades in Basic Skills Classes

All basic skills course are graded on a pass/fail basis. A *S* or *Satisfactory* is the passing grade. An *U* or *Unsatisfactory* is a failing grade; students must repeat the course.

Basic skills course grades are not calculated in a student's grade point average.

Students with outstanding basic skills requirements after their first semester at Rowan are subject to registration holds until verification of appropriate progress can be established.

Updated 03.24.14

Non-restricted Majors, Transfer Credits, and Graduation GPA

University requirements stipulate that students seeking a bachelor's degree:

1. must successfully complete a minimum of 120 semester hours with a minimum cumulative grade point average of 2.00, and that
2. 30 credits of a student's total degree program requirements must be taken in courses offered by Rowan University.

Given these requirements, non-restricted majors shall not require a GPA for graduation higher than a 2.0 or accept fewer than 90 transfer credits unless a clear programmatic need has been identified and approved through the standard curricular process.

This policy shall be implemented no later than the fall 2015 semester but does not apply to restricted majors or those who have specialized accreditation requirements which have already been identified.

Policies Involving Speakers and Campus Visitors

A. Requesting the President as a Speaker

With the growth in the scope of the mission of Rowan University, the President is required to spend larger amounts of his time meeting with external constituencies – Political Leaders, Potential Donors, Business Leaders, Presidents of other universities, etc. As a result, his schedule will not permit him to attend all of the on campus events that he would normally. As such, the following procedures have been put in place to allow for efficient scheduling.

1. No entity shall commit the President to an event without written confirmation from the President's Office. This includes all announcements, printing of agendas or programs, or any form of advertising.
2. Requests for the President to appear must be made from Dean to Provost to President's Staff. No academic may make a direct request to the President's Office.
3. Requests for scheduled events should be made as far in advance as possible and must be made at least three weeks ahead of the event. The closer to the event the request is made, the less likely that the President's schedule will be open.

B. Guest Speakers and Visitors to Campus

With the elevated profile of the university, our practices for handling guest speakers and invited visitors to campus must evolve. The goal is to insure that external visitors have the best possible experience while on our campus and that conflicting concurrent events do not strain our ability to provide the necessary support. As such, the following procedures have been put into place:

1. If the visitor will address a wide campus audience (e.g. beyond a single class, club meeting, or departmental seminar), the Dean's office and Vice President for Public Relations should be notified in advance of the event.
2. If the visitor is a political or public figure for whom security measures may be of concern, the Dean's office and the Vice President for Public Relations should be consulted prior to an invitation being extended.

CALAUREATE DEGREE (Concurrent and Successive)

Concurrent Second Baccalaureate Degree:

The University shall appropriately and fully recognize the completion of degree and major program requirements according to college. Since different degrees, such as the B.A. and the B.S., are distinct educational packages, or frameworks, the recognition shall also be kept distinct. If a student has fully completed two major programs, this should be recognized. However, if both programs are within the same type of bachelor's degree framework (B.A., B.S., B.F.A., etc.), then only one bachelor's degree shall be awarded and a double major recorded. Education dual majors shall be considered a double major for a B.A. unless the requirements for a second degree in a different bachelor's framework are also fully met. To fully meet the requirements would include meeting all general education requirements for each degree. If the two programs are not in the same degree framework, then a second bachelor's degree shall be awarded only if the student meets the following requirements:

- Regular admission to and matriculation in both major programs.
- Full completion of all requirements in both major programs and certification by both departments, or program coordinators, involved.

In addition to the above, which governs the award of concurrent bachelor's degrees, the University also has a policy for the award of successive bachelor's degrees. For more information, students are encouraged to contact the Registrar's Office.

Successive Second Baccalaureate Degree:

In certain instances and under certain circumstances, students may qualify for the awarding of a second, **Successive**, baccalaureate degree. Students who seek a second, **successive**, baccalaureate degree are encouraged to discuss the matter with their faculty advisers. To qualify for the second, **successive**, baccalaureate degree, students must have already received their first degree from a regionally accredited institution and must complete the necessary application for admission. Students who have completed a bachelor's degree at Rowan University may be considered transfer students who desire a second, **successive**, bachelor's degree.

The candidate must **fully meet admission requirements for the program and must meet all general education requirements for the successive degree**. Therefore, a second, **successive**, bachelor's degree shall be awarded only if the student meets the following requirements:

- Regular admission to and matriculation in the major program.
- Completion of all general education and elective requirements for the successive degree according to the college(s) and major programs involved. Equivalent general education and elective course credits earned in the first baccalaureate degree may be applied to the successive degree.
- Students must complete a minimum of thirty (30) credits at Rowan University subsequent to completion of the first degree.

PROPOSED CHANGES TO TECHNOLOGICAL RESOURCES COMMITTEE STRUCTURE

Whereas one of the charges of the technological resources committee is to monitor technological resources to insure that the services and resources meet the needs of the campus community in research and academic pursuits...

Whereas many of the technological resource issues that the technological resource committee discusses and addresses pertain to network issues across campuses...

Whereas all network issues must be discussed and addressed in consult with staff from the office of Network System Services (NSS)...

THEREFORE LET IT BE RESOLVED that the committee structure be changed, as described below, to include the following:

Current Committee Structure 6 Faculty (1 from each college) 5 additional Faculty from any college 3 Professional Staff 1 Librarian 1 AFT Rep 1SGA Rep	Proposed Committee Structure 1 Faculty from each college 5 additional faculty from any college 3 Professional Staff 1 Librarian 1 AFT Rep 1 SGA Rep 1 NSS Liaison (Nonvoting)*
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*The designation of the additional role in the new committee structure as a “liaison” without voting privileges is done because many staff in NSS are not part of AFT, and are therefore ineligible to participate in this senate committee as representatives with voting powers.

Senate Curriculum Report 5/12/14, Prepared 5/3/2014

Quasi-Curricular Proposals

Proposal	College	Department	Title – Process C	Description
13-14-9012	Education	HES	Move HES Dept to School of Biomedical Sciences; change name to School of Biomedical Science and Health Professions	Cross-college department move
13-14-9013	Education	Multiple	Teacher Education and LLSE and Create Three New Departments	Reorganization of College of Education Departments
13-14-9014	Interdisciplinary	Interdisciplinary	Major changes to the University Curriculum Approval Process	Changes to Curriculum Process

Process C's (*approved pending revision)

Proposal	College	Department	Title – Process C	Description
13-14-3003*	Education	Special Ed	Post-BA in TOSD Program	Multiple Changes to Program Requirements
13-14-4061*	Engineering	Mechanical	BS in Engineering Entrepreneurship	New BS Degree Program
13-14-5000	Performing Arts	Music	Jazz Studies Program	Multiple Changes to Graduate Program Requirements
13-14-6010*	Humanities/Social Sc	Interdisciplinary	Jewish Studies Concentration	New Concentration
13-14-7000*	CHSS	Political Science/Economics	Business Economics	New BA Degree Program
13-14-7024*	CHSS	Sociology/Anthropology	BA in Human Services	New BA Degree Program
13-14-7035*	Humanities/Social Sc	Geography/Environmental Studies	Cartography & GIS Post-Baccalaureate Certificate	Multiple Changes to Program Requirements

Proposal	College	Department	Title – Process C	Description
13-14-7036*	Humanities/Social Sc	Geography/Environmental Studies	Concentration in Sustainable Built Environments	New Concentration
13-14-7039*	Humanities/Social Sc	Interdisciplinary	BA-Disaster Preparedness and Emergency Management	New BA Degree Program
13-14-7044*	Humanities/Social Sc	Sociology/Anthropology	BA in Sociology	Multiple Changes to Program Requirements Including the Creation of a New Specialization in Anthropology
13-14-8044*	Science/Math	Computer Science	Mobile Application Development	New undergrad Specialization
13-14-8081*	Science/Math	Nursing	Evidence Based Nursing Practice COGS	New COGS
13-14-8094*	Science/Math	Psychology	Master of Arts in Clinical Psychology	New Masters Degree (tied directly to Ph.D. in Clinical Psychology)
13-14-8095*	Science/Math	Psychology	PhD in Clinical Psychology with a specialization in health psychology	New Ph.D. Degree Program

Periodic Review Report, Middle States Commission on Higher Education Rowan University, May 2014

Shared Governance

In 2009, the Rowan University Self Study Team created a number of recommendations to aid the institution in facing the challenges of the following ten years.² One of these suggestions specifically addressed shared governance. Under the subheading “Building the Professoriate,” the team stressed the need for Rowan to “make every effort to ensure that faculty view themselves as equal partners in how the University operates.” It also emphasized that the administration should “accelerate the democratic decision-making process while preserving the shared decision-making that has facilitated campus wide buy-in.” Lastly, it noted that the “practices and principles of shared governance” should be given “careful attention” by “continually reviewing and adapting its objectives and guiding principles.”

These recommendations were necessary then and are more so now that Rowan University has undergone significant transformation. Since the Self Study in 2009, Rowan University has experienced tremendous change in leadership, size, scope and structure. This includes new leaders in the positions of president, vice president, provost and associate provost as well as several new vice presidents. The acquisition of two medical schools, in Camden and Stratford, New Jersey, and a partnership with Gloucester County College has increased the size and scope of the university. A new strategic plan has altered the focus of the institution with President Houshmand calling for an increase in the size of the student body to 25,000 and sizeable increases in external funding, operating budget and endowment by the year 2024. The recent reorganization of the upper administration as well as the hiring of new personnel (including a new position entitled Executive Vice President for Administrative and Strategic Advancement), have revised the structure of the institution. In addition, the push for online education and distance learning has the potential to significantly modify the relationship between administration, faculty and staff. These internal changes as well as external pressures have impacted the status of the university and have substantial implications for the future of shared governance. For all these reasons, it is imperative that the campus community reaffirm its commitment to shared governance in transparent and tangible ways.

University leaders among the administration, faculty and staff must all make a concerted effort to maintain the practices and principles of shared governance. Currently, the major aspects of shared governance include updates and visits by administrators to the University Senate, faculty oversight of academic standards and curriculum, faculty and staff participation in the re-contracting, tenure and promotion processes, faculty representation on the University Budget Committee and consultation among university leadership. As a collaborative effort, shared governance demands time and attention to be operational and enduring. All parties involved are responsible for the ongoing viability and vitality of shared governance. Shared governance does not mean faculty and staff only complain when they disagree with administrative policy, nor does it mean administrators make arbitrary decisions with no consultation or buy-in from the campus community. The rapid change of recent years has at times required quick decision making on the part of administration. While faculty and staff recognize that extraordinary situations may demand swift responses, it does not preclude the continuing power and place of shared governance within the institution. It is essential that all

² The five general areas of recommendation included “making change a positive factor”; “serving a traditional student population in a residential campus”; shifting funding formulas”; “building the professoriate”; and “institutionalizing assessment.” Rowan University self Study, 2009, 163-166.

constituencies among Rowan University's increasingly diverse community have a voice and share in decision-making processes through elected representation, regular consultation, maximum participation, and clear accountability.

**Move Department of Health & Exercise Science to School of Biomedical Sciences;
Change name of School of Biomedical Sciences to School of Biomedical Science and Health
Professions**

I. Details

a. Summary of Change(s) Requested:

- (1) Move Health & Exercise Science department from the College of Education to the School of Biomedical Sciences with *name of department* to remain the same.
- (2) Change the name of the **School of Biomedical Sciences** to **School of Biomedical Science and Health Professions**.

b. Sponsors:

School of Biomedical Science (SBS) Faculty Members:

Gregory Caputo, Jeffrey Hettinger, and Cathy Yang.

Department of Health & Exercise Science Faculty Members:

Peter Rattigan (chair), Leslie Spencer, Robert Sterner

c. Changes in From/To Format:

1. Health & Exercise Science department will move from a department in the College of Education to a department in the School of Biomedical Science and Health Professions.
2. Name of school will change:
From - School of Biomedical Sciences
To - School of Biomedical Science and Health Professions.

d. Implementation Date: July 1, 2014

e. Related Curriculum Proposals Being Simultaneously Submitted:

NA.

II. Rationale

a. Statement of need for the change:

1. Change 1 Rationale: The department of Health & Exercise Science currently has three undergraduate programs and one online graduate program.

The department is proposing to expand its offerings to five undergraduate programs, two online graduate programs, and two accelerated graduate programs.

The new undergraduate programs are in the areas of Human Performance In Clinical Settings, Public Health Advocacy and Education and Nutrition And Exercise Science. The accelerated masters programs will be in Athletic Training and Nutrition & Dietetics.

With the new programs, and with current programs in Health Promotion and Fitness Management and Athletic training, the latter an education program for training certified health care professionals (and to change to an accelerated masters program), the department

is better suited to be housed in an entity that is linked to allied health, health sciences and health professions.

2. Change 2 Rationale: Currently, within the School of Biomedical Sciences (SBS), there is a single program, the BS in Translational Biomedical Sciences. The addition of the HES department, three current programs, one revised program and four new programs, requires that a name be chosen for the school that better reflects the nature of all the programs that will be housed within it.

III. Curricular effect:

a. Effect on students, courses and programs:

No courses, degree programs, minors or course sequences would be modified by this specific proposal so all changes will be transparent to student participants.

New and revised programs will be detailed in separate curriculum proposals

a. Effect on administration and faculty:

All faculty members and staff in the current department of Health & Exercise Science will remain in the department.

Procedures for electing department chair will follow university approved procedures.

Program Coordinator for Teacher Certification program in Health and Physical Education will have a joint appointment in the College of Education.

Tenure, recontracting and promotion will be conducted as outlined in the Memoranda of Agreement, and will be managed at the post-departmental level by committees in the School of Biomedical Science and Health Professions

Department will retain current departmental committees and membership on those committees.

Department faculty will participate on college level committees in the School of Biomedical Science and Health Professions (Health & Physical Education Teacher Certification Program Coordinator will participate on College of Education committees).

IV. Consultations

a. Consultations Solicited:

1. Dr. Thomas Cavalieri, Dean, Rowan School of Osteopathic Medicine
2. Dr. Paul Katz, Dean, CMSRU
3. Dr. Parviz Ansari, Dean, College of Science and Mathematics
4. Dr. Monika Williams-Shealey, Dean, College of Education

b. Evidence of results of consultation:

See attached.



School of Osteopathic Medicine

April 8, 2014

Peter Rattigan, Ph.D.
Associate Professor and Chair
Health & Exercise Science
Rowan University
201 Mullica Hill Road
Glassboro, NJ 08028

Dear Dr. Rattigan:

I have reviewed your proposal to move the Department of Health and Exercise Science to the School of Biomedical Sciences and to change the name of the School of Biomedical Sciences to the name of School of Biomedical Science and Health Professions. With the planned expansion of clinical programs in the Department of Health and Exercise Science, it seems fitting that the Department be housed in an entity that trains Health Professionals. The name change also is appropriate since the new name will reflect the training of Health Professionals by moving Health and Exercise Science into the School of Biomedical Sciences.

It is my pleasure to support your proposal. On behalf of the Rowan University School of Osteopathic Medicine (RowanSOM) we look forward to collaborating with you and your colleagues in the planned School of Biomedical Science and Health Professions.

My best regards,

Thomas A. Cavalieri, D.O., FACOI, FACP
Dean
Endowed Chair for Primary Care Research
Professor of Medicine

TAC/dsb

Office of the Dean
Academic Center
One Medical Center Drive, Suite 318
P.O. Box 1011
Stratford, NJ 08084

856-566-6995
856-566-6865 fax
rowan.edu/som



Cooper Medical School of Rowan University

April 7, 2014

Peter Rattigan, PhD
Associate Professor and Chair
Health and Exercise Science
Rowan University
201 Mullica Hill Road
Glassboro, NJ 08028

RE: Move Department of Health and Exercise Science to School of Biomedical Sciences
Name Change of the School of Biomedical Sciences to the School of Biomedical Science and Health
Professions

Dear Peter:

Thank you very much for the opportunity to provide a consultation regarding the above proposals. I am pleased to do so.

I am in full support of the changes you have presented – both have great merit and will provide your students and faculty with enhanced opportunities for education and research as well as an important alignment with the School of Biomedical Sciences.

It is therefore with great enthusiasm that I endorse these changes. My very best wishes to you and your colleagues for great success. Those of us at CMSRU welcome the chance for further interaction with you.

Best regards,

Paul Katz, MD
Dean



April 7, 2014

Peter Rattigan, PhD
Chairperson
Department of Health & Exercise Science
Rowan University
Glassboro, NJ 08028

Dear Peter:

I am writing in support of the curriculum proposal to move the Department of Health & Exercise Science to the currently named School of Biomedical Sciences and change the School's name to the School of Biomedical Science and Health Professions. The proposed move of the Department of Health & Exercise Science aligns well with the goals of the School to create new degree programs in the biomedical and health fields. The proposed name for the School is consistent with its goals and clearly describes the programs in both the Department of Health & Exercise Science and Department of Biomedical and Translational Sciences. The changes in this proposal will increase the profile of the School and generate opportunities for students who want to join the biomedical and health professions.

I support this curriculum proposal and look forward to working with its sponsors on the evolution of the School of Biomedical Science and Health Professions.

Sincerely,

Parviz Ansari, PhD
*Founding Dean
School of Biomedical Sciences*

School of Biomedical Sciences

Robinson Hall
Rowan University
201 Mullica Hill Road
Glassboro, NJ 08028-1701

856-256-4850
856-256-4921 fax



To: Board of Trustees of Rowan University

From: Monika W. Shealey, Dean

Re: Letter of Consultation

Date: April 8, 2014

I am writing to express my support of the move of the Health and Exercise Science (HES) Department to the current School of Biomedical Sciences. I understand the needs associated with the move and have been in discussions with Provost Newell and HES faculty to discuss strategies to ensure the success of the teacher certification programs in HES.

