

University Senate Meeting Minutes  
October 23, 2015, 2:00-3:15 in Rowan Hall Auditorium

**ATTENDEES:** Stephanie Abraham, Lisa Abrams, Terri Allen, Bonnie Angelone, Herb Appelson, Nathan Bauer, Nasrine Bendjilalli, Lori Block, Joe Cassidy, Jennifer Courtney, Patrick Crumrine, Christina Davidson-Tucci, Tom Doddy, Jess Everett, Stephanie Farrell, Jon Foglein, Richard Fopeano, Tiffany Fortunato, Bill Freind, Diane Garyantes, Mat Gendreau, Lori Getler, Jill Gower, Mike Grove, Sean Hendricks, Erin Herberg, Jane Hill, Joseph Johnson, Kristine Johnson, Subash Jonnalagadda, Andrew Kopp, Phil LaPorta, Charles Linderman, Julie Mallory-Church, Esther Mas Serna, Jonathan Mason, Patrick McKee, Demond Miller, JT Mills, Marge Morris, Scott Morschauer, Jennifer Nicholson, Rey, Beth, James Roh, Lane Savadove, Ted Schoen, Saura (Shinn) Storino, Christopher Simons, Dawn Specht, Mary Staehl, Dan Strasser, Umashanger Thayasivam, Mehmet Uyger, Nancy Vitalone-Raccaro, Beth Wassell, Charlene Williams, Shari Willis, Hong Zhang

**NOT IN ATTENDANCE: (Represented by Alternates)** Janet Lindman, represented by Wanda Foglia, Lesley Mateo, represented by Mayra Arroyo, Eric Milou, represented by Claire Flack,

**NOT IN ATTENDANCE:** Karlton Hughes, Ane Johnson, Kelly Perkins.

**EXCUSED:** Ozge Uygur

1. Approval of agenda – moved, seconded, approved
  2. Introduction of visitors - Deb Martin, Director of the Faculty Center for Excellence in Teaching and Learning
  3. Approval of minutes from September meeting – moved, seconded, approved
  4. President's report
    - a. Update on T&R: Please review your candidates' files before they submit them - Donna and Noranne should not be asked to check them. This is not their job and should be done by the department committee. Another great resource is Deb Martin/Faculty Center.
    - b. Update on School of Earth and Environment - Last senate meeting, we approved the school. Senate requested a letter to be sent by Bill with concerns. Bill submitted letter and talked with Jim Newell and President Houshmand. Jim Newell agreed with Bill's concerns. President Houshmand's reaction was similar and he added the restraints with regards to time. We will be seeing some curriculum proposals for majors soon.
- Q – Can you define the difference between a school and a college? A – There is no real difference.  
Comment: Update on Distribution of Rowan Global funds - over the summer proportion of funds was reversed. Proposal will retain the same distribution of funds up to \$25000. Horacio Sosa will convene a task force to develop a better funding model.
5. Open period: Provost Newell discussed scholarship, tenure and promotion. Most frequent question is regarding criteria for tenure and promotion. Research differs depending on the department and expectations vary tremendously. Evidence of a productive and sustainable level of scholarship is what is expected from all candidates. scholarship is identified in the criteria and

those under review need evidence to show it will continue. Candidates who receive significant start-up funding will need to obtain external funding to show sustainability.

Q - What is the status of the program review? A - Each department under review has received a report. Programs have been asked to respond to the review. This is not a new report but a response. 7 programs total, one from each of the colleges will be included in phase 2 of program review. This should start next week.

Q - What are the service requirements for professors? A - General expectation that some aspect of service will be beneficial to career. Different levels (i.e. Instructor vs. Professor will have different types and levels of service).

Q - Are the deans aware of this? Some deans have increased the percentage of service for instructors? A - They should be. Once the departmental criteria have been approved, Deans should not be changing them.

Q - Checklist shows the criteria from date of hire A - Yes, this keeps things consistent regardless of who is in administration.

6. Rowan Core Revisions (Mike Grove) (page 2) Model put forth was the best based on our restraints. Approximately 80% adjuncts teach these courses. This was stripped down to bare essentials to get it to work.

There are 2 changes - pg 12 - study abroad may fulfill the global literacy requirement. International center is working on assessment instruments. We will hold off until we know what they are doing. pg 7 - Includes more flexibility for programs to offer courses within the literacies. Departments should not become their own colleges so there is a need to have some level of control over how this happens but this is not designed to reduce the offerings.

C - Bill - these are two modifications to the proposal.

Q - Page 19 timeline - Can you update the process? May need to alter the deadline date. A - Yes, will need to adjust the dates. Sociology and Anthropology are first to submit but nothing has gone to Senate at this time.

Vote - changes to model? Motion made, seconded unanimous approval

7. Statement of Principles (page 26) - This was designed to articulate the principles that guide our University. Board of Trustees will review this on Thursday. This is an aspirational document and includes no policies and no changes.

Motion made to address the statement of principles, seconded and unanimously approved, Motion made to address Nathan's amendments? Seconded, and unanimously approved.

Motion called to vote - approved

Motion called to accept amended document (as Nathan's revised document) -

44 yes, 8 Opposed. Vote carries. Nathan will prepare the final version.

8. Curriculum (Erin Herberg)  
Process Q: Proposal to change the name of the School of Biomedical Science and Health Professions (Erin Herberg) (separate file) - Motion made - School of Health Professions, approved - unanimously

9. New business – Chuck Linderman - Some job descriptions are not consistent with regards to teaching labs - professional staff member are being told they need to set up labs. Bill - Does this raise questions with the AFT?

Bill - shared governance - remind others to get on committees and be active

Q - Who does the Ombudsman report to? A - Tobey Oxholm. Comment - There needs to be a different reporting structures and this should be a full-time position which reports to the Board of Trustees rather than administration..

10. Adjournment - 3pm

**I. DETAILS**

**A. Proposal Title: Creation of the New Rowan Core**

**B. Sponsor(s): Ad Hoc Committee on the Rowan Core:**

Michael Grove, Committee Chair, Biological Sciences  
 Fred Adelson, Art  
 Ralph Dusseau, Civil and Environmental Engineering  
 Andrew Kopp, Writing Arts  
 Marilyn Manley, Foreign Languages & Literatures  
 Lourin Plant, Music  
 Bruce Plourde, English  
 Joel Rudin, Management and Entrepreneurship  
 Holly Willett, Language, Literacy and Special Education

**C. Changes (in From/To Format):**

**1. Creation of a Rowan Core Standing Senate Committee (RCSS Committee)  
 Implementation Date: Fall 2015**

**2. Establishment of a Rowan Core Director (RC Director)  
 Implementation Date: Spring 2016**

**3. Replacing General Education bank requirements with the new Rowan Core:**

B.A. programs:

From:	C.Hs	To:	C.Hs
Major Requirements	30-39	Major Requirements	30-39
Specified General Education Banks		Rowan Core	
Communication Bank		Communicative Literacy	
COMP 01.111 College Composition I (or its equivalent)	3	COMP 01.111 College Composition I (or its equivalent)	3
COMP 01.112 College Composition II (or its equivalent)	3	COMP 01.112 College Composition II (or its equivalent)	3
		CMS 04205 Public Speaking (or its equivalent)	3

Science and Mathematics Bank	7	Quantitative Literacy Designated Course	3
Social and Behavioral Sciences Bank	6	Scientific Literacy Designated Course	3
History, Humanities and Languages Bank	6	Humanistic Literacy Designated Course	3
		Artistic Literacy Designated Course	3
		Global Literacy Designated Course	3
Non Program (Gen Ed) Courses	26-35	Non Program (Gen Ed) Courses	27-36
Free electives	21-30	Free electives	21-30
Minimum Semester Hours for Degree	120-122	Minimum Semester Hours for Degree	120-122

**B.S. programs:**

From:	C.Hs	To:	C.Hs
Major Requirements	60-64	Major Requirements	60-64
Specified General Education Banks		Rowan Core	
Communication Bank		Communicative Literacy	
COMP 01.111 College Composition I (or its equivalent)	3	COMP 01.111 College Composition I (or its equivalent)	3
COMP 01.112 College Composition II (or its equivalent)	3	COMP 01.112 College Composition II (or its equivalent)	3
		CMS 04205 Public Speaking (or its equivalent)	3
Science and Mathematics Bank	7	Quantitative Literacy Designated Course	3
Social and Behavioral Sciences Bank	6	Scientific Literacy Designated Course	3
History, Humanities and Languages Bank	6	Humanistic Literacy Designated Course	3
		Artistic Literacy Designated Course	3

		Global Literacy Designated Course	3
Non Program (Gen Ed) Courses	17-29	Non Program (Gen Ed) Courses	18-30
Free electives	6-18	Free electives	6-18
Minimum Semester Hours for Degree	120-122	Minimum Semester Hours for Degree	120-122

Specialized programs:

From:	C.Hs	To:	C.Hs
Major Requirements	60+	Major Requirements	60+
Specified General Education Banks		Rowan Core	
Communication Bank		Communicative Literacy	
COMP 01.111 College Composition I (or its equivalent)	3	COMP 01.111 College Composition I (or its equivalent)	3
COMP 01.112 College Composition II (or its equivalent)	3	COMP 01.112 College Composition II (or its equivalent)	3
		CMS 04205 Public Speaking (or its equivalent)	3
Science and Mathematics Bank	7	Quantitative Literacy Designated Course	3
Social and Behavioral Sciences Bank	6	Scientific Literacy Designated Course	3
History, Humanities and Languages Bank	6	Humanistic Literacy Designated Course	3
		Artistic Literacy Designated Course	3
		Global Literacy Designated Course	3
Non Program (Gen Ed) Courses	17	Non Program (Gen Ed) Courses	18
Free electives	0+	Free electives	0+
Minimum Semester Hours for Degree	120+	Minimum Semester Hours for Degree	120+

Implementation Date: The Rowan Core will be required of all incoming freshmen and transfer students in Fall 2017.

**4. Implemented Modifications to Specific Rowan Experience Requirements:**

From:	To:
Public Speaking (CMS 04205) (or its equivalent)	Public Speaking (CMS 04205) (or its equivalent)
Artistic and Creative Experience (ACE) Designated Course	Replaced by the Artistic Literacy Designated Course requirement within the Rowan Core
Multicultural/Global (M/G) Designated Course	Replaced by the Global Literacy Designated Course requirement within the Rowan Core
In-Class Laboratory (LAB) Designated Course	Optional program-specific requirement outside of the Rowan Core (i.e. in Non-Program Courses)

Implementation Date: These modifications to Rowan Experience will take effect for all incoming freshmen and transfer students in Fall 2017.

**5. Recommended Modifications to Specific Rowan Experience Requirements**

From:	To:
Rowan Seminar (RS) Designated Course (required for all freshmen and transfers with freshman status, entering with fewer than 24 credits)	Rowan Seminar (RS) Designated Course (required for all freshmen and transfers with freshman status, entering with fewer than 24 credits)
Writing Intensive (WI) Designated Course	Optional program-specific requirement outside of the Rowan Core (i.e. in Non-Program Courses)
Broad-Based Literature (LIT) Designated Course	Optional program-specific requirement outside of the Rowan Core (i.e. in Non-Program Courses)

Because these requirements are not directly included in the proposed Rowan Core (as is Public Speaking), not redundant with the Core Literacy designations (as are Multicultural/Global and ACE), and not currently assessable under any of the adopted Literacy designations, this proposal cannot determine their final fate. The committee has herein made recommendations which appear consistent with the joint goals of the Rowan

Core and Rowan Experience, but we also recommend that a separately charged committee develop a proposal to finalize their status with all practical speed.

Implementation date: TBD



## **II. DESCRIPTION & RATIONALE**

### **A. Change 1: Creation of a Rowan Core Standing Senate Committee (RCSS Committee)**

- To start during the Fall 2015 semester
- The Chair of the RCSS Committee will be a Senator and the RCSS Committee will report to the University Senate.
- Membership will consist of two faculty members from each of the following seven colleges:
  - College of Communication & Creative Arts
  - College of Education
  - College of Engineering
  - College of Humanities & Social Sciences
  - College of Performing Arts
  - Rohrer College of Business
  - College of Science and Mathematics
- Responsibilities include:
  - Recommending selection of the RC Director
  - Consulting with departments regarding potential RC course offerings
  - Reviewing curriculum proposals and attending open hearings for new and existing courses seeking inclusion within the RC.
  - Evaluating the assessment outcomes submitted by departments for their RC courses
  - In the interest of teaching students to draw connections among the six Literacies (Artistic, Communicative, Global, Humanistic, Quantitative, and Scientific: see appendix for complete Literacy narratives) and to apply the skills obtained through the study of multiple Literacies to problem-solving, the RCSS Committee will have an ongoing commitment to the creation and implementation of a “Multi-Literacy” designation (see below).
  - In the interest of specifically targeting the Learning Goals falling under the “Students will engage their learning by” category of each of the six Literacies, the RCSS Committee will have an ongoing commitment to the creation and implementation of an “Experiential Learning” designation (see below).

### **B. Change 2: Establishment of a Rowan Core Director (RC Director)**

- To start in Spring 2016
- This will be a tenured faculty member, with 9 SH of released time per fall and spring semester and 3 SH summer compensation, recommended by the RCSS Committee and approved by the Provost.
- The RC Director will report to the Provost’s Office.
- Secretarial staff and office space are required.
- Responsibilities include:
  - Development and coordination of workshops to train faculty in RC course development and assessment
  - Reviewing curriculum proposals and scheduling and attending open hearings for new and existing courses seeking inclusion within the RC. Once passed by the RCSS

Committee and approved by the RC Director, the University Senate Curriculum Chair will have final curricular approval.

- Oversight, coordination and compilation of assessment efforts
- Playing an integral part in the creation and implementation of a “Multi-Literacy” designation, including scheduling of and staff recruitment for RC Multi-Literacy courses (see below)
- Playing an integral part in the creation and implementation of an “Experiential Learning” designation (see below).
- Liaise with community colleges regarding issues of general education.

### **C. Change 3: Replacing General Education bank requirements with the new Rowan Core**

#### **1. Curriculum and assessment process and guidelines:**

- a. Identification of potential RC courses:
  - As a first step, by September 30, 2015, all departments should submit a list of potential RC courses (both existing and new) and the corresponding sought-after Literacy designation (i.e. Scientific Literacy, Quantitative Literacy, etc.) to the University Senate President, who will share these with the RCSS Committee in Fall 2015.
    - During the Fall 2015 semester, the RCSS Committee will then examine the departmental lists for the purpose of addressing any anticipated curricular problems or gaps and communicate with the relevant departments. For example, programs within the College of Engineering might request that the Math Department submit particular courses for inclusion within the RC in order to avoid the need to require additional Quantitative Literacy credits for Engineering students.
    - Depending on the number of potential RC courses for a given department, individual faculty members may request 3 SH of released time for exceptional service for the Spring 2016 semester, for the purpose of writing (and revising) RC curriculum proposals.
- b. Submitting RC curriculum proposals:
  - Starting with the Spring 2016 semester, proposals may be submitted for both new and existing courses to be included within the RC.
  - All RC courses will carry one Literacy designation only<sup>1</sup> and all transfer courses equivalent to RC courses will be considered to satisfy the same Literacy designations.
  - In order to gain a Literacy designation, proposals for both new and existing courses must address how the course satisfies each of the four Learning Goals areas described within the respective Literacy narrative; within each Literacy narrative, these four areas are titled, “Students will know”, “Students will

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<sup>1</sup> When the Multi-Literacy designation is implemented, courses with the Multi-Literacy designation will carry this designation only and will not also carry single Literacy designations.

understand”, Students will appreciate” and “Students will engage their learning by”.

- Proposals for the acquisition of a Literacy designation for both new and existing courses must also address how corresponding Learning Outcomes will be satisfied and assessed. The Learning Outcomes listed within each Literacy narrative are not exhaustive; specific proposals may describe Learning Outcomes in addition to those included within each Literacy narrative. Additional Learning Outcomes must be consistent with the Learning Goals of the corresponding Literacy.
  - College Composition I, College Composition II, Public Speaking and all courses considered equivalent to these three, which will replace one or more of these three, such as Sophomore Engineering Clinic I (ENGR 01.201 - equivalent to College Composition II) and Sophomore Engineering Clinic II (ENGR 01.202 - equivalent to Public Speaking), are automatically granted the Communicative Literacy designation. Curriculum proposals for College Composition I, College Composition II, Public Speaking and all equivalent courses will only need to address how corresponding Communicative Literacy Learning Outcomes will be satisfied and assessed. Courses developed as Communicative Literacy equivalents of these three courses for use in other programs (or for offering to the wider University community) will be required to follow the same approval procedure as with the other literacy designations.
  - Departments and programs are free under this model to develop and propose courses that address and assess any literacy. It is, of course, incumbent upon departments and programs that are developing courses whose literacies naturally overlap significantly with those offered by other programs to consult carefully and fully during the development and approval process. Courses with significant overlap should generally be developed only when there is clear evidence that a given literacy cannot be substantially met via an existing offering. In such cases, the RSCC Committee will be tasked with assessing both the inadequacy of existing offerings and the ability of the proposing department or program to offer and assess a course which may fall outside of natural disciplinary boundaries.
- c. Periodic assessment of RC courses:
- Initially, for all RC courses, at least one Learning Outcome must be assessed once every two years and reported to the RCSS Committee. The RCSS Committee may choose to revisit both the number of Learning Outcomes assessed and the cycle for assessment.
    - College Composition I, College Composition II, Public Speaking and all courses considered to be equivalent to these three must satisfy the same assessment requirement as courses carrying the Communicative Literacy designation.
  - If the RCSS Committee determines that the targeted Learning Outcome is not being met for a particular RC course, a plan must be submitted by the end of the following semester, either for alteration of the course, with the goal of satisfying the targeted Learning Outcome, or for a new Learning Outcome and assessment mechanism; the revisions and new assessment will be included in the following

assessment report, submitted two years after the submission of the previous report.

- The authors of the assessment report may appeal the outcome of the RCSS Committee and pursue the matter with the Learning Outcomes Assessment Committee.

d. Approval of Rowan Core proposals:

- RC proposals not approved by the RCSS Committee will require revision and resubmission.
  - Proposal sponsors may appeal the disapproval of the RCSS Committee and request that their proposal be reviewed by the University Senate Curriculum Committee.
- RC proposals approved by the RCSS Committee proceed to the RC Director, who must review the proposals and write a letter of consultation.
  - Proposals that have received positive letters of consultation from the RC Director then proceed to the University Senate Curriculum Committee Chair for final approval.
  - Proposals that have received negative letters of consultation, indicating a lack of support from the RC Director, then proceed to the University Senate Curriculum Committee for further review if appealed by the proposal sponsors.

**2. Rowan Core course structure and requirements:**

a. Initially, the Rowan Core will consist of the following courses, totaling 24 SH; any of these may be fulfilled within a major program:

- College Composition I (3 SH)
- College Composition II (3 SH)
- Public Speaking (3 SH)
- Artistic Literacy course (3 SH)
- Global Literacy course (3 SH)
- Humanistic Literacy course (3 SH)
- Quantitative Literacy course (3 SH)
- Scientific Literacy course (3 SH)

The above 24 SH will be required of all undergraduate programs; however, courses considered to be equivalent to College Composition I, College Composition II and Public Speaking may be substituted for these three courses. For example, at present, Sophomore Engineering Clinic I (ENGR 01.201) is considered as equivalent to College Composition II and Sophomore Engineering Clinic II (ENGR 01.202) is considered as equivalent to Public Speaking. College Composition I, College Composition II, Public Speaking and all courses considered equivalent to these three are automatically granted the Communicative Literacy designation.

Additional Communicative Literacy courses may be proposed and used to fulfill program-specific requirements, for example, within non-program electives.

Transfer students must also satisfy all six Literacy designations and transfer courses will be accepted in satisfaction of RC Literacy designation requirements where equivalent.

Eventually, the Rowan Core will include a “Multi-Literacy” designation and an “Experiential Learning” designation; depending on the outcomes of the future work on these two new designations accomplished by the RCSS Committee, these two additional elements may add to the total number of credits for the Rowan Core.

b. Multi-Literacy designation:

In the interest of teaching students to draw connections among the six Literacies and to apply the skills obtained through the study of multiple Literacies to problem-solving, the RCSS Committee will have an ongoing commitment to the creation and implementation of a Multi-Literacy designation, to be included within the Rowan Core. Multi-Literacy courses would provide a vital aid in students’ understanding of the overall goals of the Rowan Core and the importance of the various Literacies to their lives and chosen careers.

The development of Multi-Literacy courses in the Rowan Core appears particularly appropriate given the University’s increased emphasis on collaborative research efforts. In the same way that many courses are informed by the research interests of the faculty member teaching them, Rowan faculty already engaged in collaborative research across disciplines would be able to add a variety of new and greatly beneficial courses to the curriculum. Conversely, faculty who engage in the development of such courses may very well find fertile new ground for collaborative research efforts which do not yet exist on this campus. Finally, the stimulation of conversations regarding pedagogy among faculty in disparate disciplinary areas that should accompany the development of these courses could only help to further integrate the Rowan community.

The RCSS Committee will first need to conduct a detailed investigation of the possibilities for and the appropriateness of implementing (and growing) the Multi-Literacy designation. Following this investigation, a first curriculum proposal will be submitted by the RCSS Committee in Spring 2017 for the inclusion of the Multi-Literacy designation within the Rowan Core. The initial proposal will include the following:

- A set of appropriate Learning Goals and assessable Learning Outcomes, similar in format to those of the Literacy narratives (Artistic, Communicative, Global, Humanistic, Quantitative, and Scientific)
  - Coverage and assessment of the different Learning Goals and Learning Outcomes for the individual Literacies would not be the primary focus for the Multi-Literacy courses; rather, the abilities of the students to integrate learning across the Literacies and to engage with them as appropriate to the problem at hand are what should be assessed.

- A rationale for either requiring, or making optional, the Multi-Literacy designation for all, or some subset of Rowan University students. Possibilities for implementation considered by the RCSS Committee could include such outcomes as the following (**these examples are to be considered only conjectural possibilities**):
    - The RCSS Committee may determine, for example, that the Multi-Literacy designation will be required for all Rowan University students.
    - The RCSS Committee may determine, for example, that the Multi-Literacy designation will be required for B.A. (or B.S.) students only.
    - The RCSS Committee may determine, for example, that the Multi-Literacy designation will be required for the students of particular colleges only, such as the College of Humanities and Social Sciences.
    - The RCSS Committee may determine, for example, that the Multi-Literacy designation will be optional for all Rowan University students, as a possible replacement for another Rowan Core requirement, such as the Experiential Learning designation.
    - The RCSS Committee may determine, for example, that the Multi-Literacy designation will be a 6 SH requirement/option.
    - The RCSS Committee may determine, for example, that the Multi-Literacy designation will be a 3 SH requirement/option.
    - The RCSS Committee may determine, for example, that Multi-Literacy courses should include two, three, four, five, or all six of the different Literacies.
      - Multi-Literacy courses incorporating elements of all six existing Literacies could examine a single problem or a narrowly focused set of problems. The teaching of broad themes might require an integrated two-semester sequence for adequate coverage. Example problems could include (but are not limited to):
        - Understanding the nature of creativity and genius
        - Understanding and appreciating the full scope of human diversity
        - How sustainability is best defined and achieved in the modern world
      - Multi-Literacy courses could focus narrowly on two Literacies, with one of the Literacies being of primary importance in the student's chosen discipline and the other used in examining the discipline from an outsider's perspective. For example, several of the science departments currently require Philosophy of Science for all majors. Also, discipline-specific communication courses (e.g. Writing in the Humanities) would likely be of great interest and utility to many major programs.
- c. Experiential Learning designation:  
 As mentioned above, in the interest of specifically targeting the Learning Goals falling under the "Students will engage their learning by" category of each of the six Literacies (Artistic, Communicative, Global, Humanistic, Quantitative, and Scientific), the RCSS Committee will have an ongoing commitment to the creation and implementation of an Experiential Learning designation, to be included within the Rowan Core. This Experiential Learning designation will primarily be applied to

Rowan-approved, out-of-classroom and off-campus learning experiences, such as study abroad, faculty-led study abroad, internships, service learning, volunteerism, clinical practice, etc. At present, in general, there is little or no incentive for Rowan students to participate in such important, hands-on learning experiences. As participating in these types of Experiential Learning activities will undoubtedly enrich the education of Rowan students, benefit the Rowan University Community, benefit the wider community, and make Rowan graduates stronger job candidates, the RCSS Committee will first need to conduct an investigation regarding both the limits of what types of experiences should fall under this designation and the most appropriate way(s) to incentivize these experiences for our students. Following a detailed investigation of the possibilities for and the appropriateness of implementing (and growing) the Experiential Learning designation, a first curriculum proposal will be submitted by the RCSS Committee in Spring 2017 for the inclusion of the Experiential Learning designation within the Rowan Core. As is the case with all curriculum proposals, the initial proposal may be approved or not; if the first proposal is not approved, the RCSS Committee will continue to revise and resubmit, until some form of implementation of the designation is approved. The initial proposal will include the following:

- A set of appropriate Learning Goals and assessable Learning Outcomes, similar in format to those of the Literacy narratives (Artistic, Communicative, Global, Humanistic, Quantitative, and Scientific)
- A rationale for either requiring, or making optional, the Experiential Learning designation for all, or some subset of, Rowan University students. Possibilities for implementation considered by the RCSS Committee could include such outcomes as the following (**these examples are to be considered only conjectural possibilities**):
  - The RCSS Committee may determine, for example, that Experiential Learning will be a required designation for all Rowan University students.
  - The RCSS Committee may determine, for example, that Experiential Learning will be a required designation for B.A. (or B.S.) students only.
  - The RCSS Committee may determine, for example, that Experiential Learning will be a required designation for the students of particular colleges only, such as the College of Humanities and Social Sciences.
  - The RCSS Committee may determine, for example, that Experiential Learning will be optional for all Rowan University students, as a possible replacement for another Rowan Core requirement, such as taking a Multi-Literacy course.
  - The RCSS Committee may determine, for example, that Experiential Learning will be a 3 SH requirement/option.
  - The RCSS Committee may determine, for example, that Experiential Learning will be a 0 SH requirement/option.

d. **Fulfillment of the Global Literacy requirement via enrollment in Study Abroad programs:**

Many of the Learning Goals of the Global Literacy may be addressed, either in an intentional manner or as a byproduct of the experiences obtained, during a student's engagement in a Study Abroad program. The Rowan University International Center is currently engaged (in conjunction with other New Jersey higher educational institutions) in developing a mechanism to assess the experiences of students after the completion of study abroad. This assessment tool is anticipated to be completed by the end of December 2015.

When this assessment tool is complete, the RSCC Committee should work with the International Center to gauge the suitability of this assessment for use in assessing the goals and learning outcomes of the Global Literacy. If appropriate, this assessment may be able to be used directly to grant students credit for fulfillment of the Global Literacy requirement. It may also be possible that the RSCC Committee could work with the International Center to modify the new assessment process to judge more accurately the specific goals and outcomes of the Global Literacy.

**D. Change 4: Modifications to Rowan Experience Requirements (table repeated below)**

From:	To:
Public Speaking (CMS 04205) (or its equivalent)	Public Speaking (CMS 04205) (or its equivalent)
Artistic and Creative Experience (ACE) Designated Course	Replaced by the Artistic Literacy Designated Course requirement within the Rowan Core
Multicultural/Global (M/G) Designated Course	Replaced by the Global Literacy Designated Course requirement within the Rowan Core
In-Class Laboratory (LAB) Designated Course	Optional program-specific requirement outside of the Rowan Core (i.e. in Non-Program Courses)

**1. Public Speaking (CMS 04205):**

Public Speaking (CMS 04205) or its equivalent, such as Sophomore Engineering Clinic II (ENGR 01.202), is maintained as a requirement within the new Rowan Core, under Communicative Literacy.

**2. Artistic and Creative Experience (ACE) replaced by Artistic Literacy:**

The goals and outcomes of this designation are redundant with those specified for the Artistic Literacy. In Fall 2017, once the Rowan Core is required of all incoming freshmen and transfer students, the Artistic and Creative Experience (ACE) requirement will be replaced by the new Rowan Core requirement to take one Artistic Literacy Designated Course.



**3. Multicultural/Global Designated Course (M/G) replaced by Global Literacy:**

The goals and outcomes of this designation are redundant with those specified for the Global Literacy. In Fall 2017, once the Rowan Core is required of all incoming freshmen and transfer students, the Multicultural/Global (M/G) requirement will be replaced by the new Rowan Core requirement to take one Global Literacy Designated Course.

**4. In-Class Laboratory (LAB) Designated Course as optional, program-specific requirement:**

In the absence of any upcoming curriculum proposal to the contrary, in Fall 2017, once the Rowan Core is required of all incoming freshmen and transfer students, the In-Class Laboratory (LAB) requirement will no longer be in effect university-wide. However, specific programs may choose to require an In-Class Laboratory (LAB) course, for example within Non-Program Courses. Those seeking to gain In-Class Laboratory (LAB) designation for a course may continue, as at present, to submit a curriculum proposal to the University Senate Curriculum Committee.

There are currently no specifically assessable outcomes associated with the LAB designation, and a proposal seeking to reinstate the In-Class Laboratory (LAB) requirement university-wide and align it with the Rowan Core would thus need to develop Learning Goals and Learning Outcomes, similar to those within the Literacy narratives. Those interested in having a course gain the In-Class Laboratory (LAB) designation would need to address how the course will fulfill the Learning Goals and how assessment will be carried out based on the Learning Outcomes.

This change will enable programs to develop and offer new or existing courses which fulfill the new Scientific Literacy designation without any constraints as to whether or not an associated LAB designation is also required. From a curricular standpoint, some current or potentially proposed course offerings could adequately address and assess the Learning Goals and Learning Outcomes for the Scientific Literacy designation without a laboratory component.

### III. TIMELINE

- September 30, 2015: Deadline for departments to submit a list of potential RC courses and the corresponding sought-after Literacy designation to the University Senate President.
- Fall 2015: The Rowan Core Standing Senate Committee (RCSS Committee) is formed, selects an RC Director for recommendation to the Provost, and consults with departments regarding potential RC course offerings.
- Spring 2016: The Rowan Core Director (RC Director) assumes his/her position. Faculty members receive released time to write, submit and revise RC curriculum proposals for new and existing courses to obtain a single-Literacy designation.
- Fall 2016: The RCSS Committee conducts investigations for the creation and implementation of a Multi-Literacy designation and an Experiential Learning designation within the Rowan Core.
- Spring 2017: The RCSS Committee submits two curriculum proposals, one for the Multi-Literacy designation and one for the Experiential Learning designation.
- By Spring 2017, departments must submit curriculum proposals for changes to program requirements, resulting from the implementation of the Rowan Core.
- The Rowan Core will be required of all incoming freshmen and transfer students in Fall 2017.

## APPENDIX

### 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 arrange 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 ad 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 commonalties 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.



## Rowan University Policy

**Title:** *Statement of Principles*

**Subject:** *University Community*

**Policy No:** *2015:XX*

**Applies:** *University-wide*

**Issuing Authority:** *Board of Trustees*

**Responsible Authority:** *President*

**Adopted:** *XX/XX/2015*

**Last Revision:**

**Last Reviewed:**

### **I. PURPOSE**

To articulate in one place the principles that are intended to govern and guide the conduct of the University's trustees, administration, faculty, staff, students, employees, volunteers, and contractors. The Statement of Principles expresses our shared commitment to integrity in all of our actions while pursuing the University's mission – excellence in teaching, patient care, research, and public service through ethical conduct in the discharge of one's duties, responsibilities, and all other University activities. All members of the University community owe it to each other to adhere to these principles as well as applicable laws, regulations, and University policies. This Statement does not address every possible situation; rather, it expresses in one place the core principles that we expect will guide the conduct of every member of the University Community.

### **II. ACCOUNTABILITY**

Under the direction of the Chairperson of the Board of Trustees, the President, Provost, Executive Vice President for Administration and Strategic Advancement, Ethics Liaison Officer, Chief Compliance and Privacy Officer, and General Counsel, shall implement and ensure compliance with the Statement of Principles.

### **III. APPLICABILITY**

These principles shall be observed by all members of the Board of Trustees, Officers (President and Vice Presidents), Deans, Academic Department Heads and Chairs, Faculty, Staff, Student Employees, and Volunteers (collectively, “University personnel”) and to any contractor performing work or services on any Rowan campus or in any Rowan facility. For the purpose of this Statement, the term “University” applies to Rowan University and all of its campuses, locations and operations.

Whenever a question arises concerning the implications of this Statement for a particular action or situation, the advice of a direct supervisor, the General Counsel, Ethics Liaison Officer, and/or Chief Compliance and Privacy Officer should be sought as appropriate.

### **IV. REFERENCES**

The following policies provide additional and related information:

- Rowan Core Values
- Code of Ethics Faculty/Professional Staff Rowan University
- Reporting Compliance & Ethics Concerns
- Family Educational Rights and Privacy Act (FERPA)
- Rowan University Contracting & Purchasing Policy & Procedure
- Rowan Excluded Individuals & Entities
- RowanSOM Responding to Anti-Kickback Violations with Potential Implications
- Accounting and Disclosure of Health Information
- Access to Individual Protected Health Information (PHI)
- CMSRU By-Laws
- Rowan SOM By-Laws
- New Jersey State Policy Prohibiting Discrimination
- Rowan University Workplace Violence Policy
- Board of Trustees By-Laws

### **V. POLICY**

#### **A. Basic Tenets:**

All of us who work at or for Rowan do so because of our personal but shared commitment to its mission and to its core values of Student Centeredness, Leadership, Engagement, Accountability, Team Work, Customer Focus, Inclusiveness, and Entrepreneurship. Accordingly, it is incumbent upon each of us to do

our utmost to support, protect and defend that environment. In particular, by working here, each of us commits to compliance with the following basic tenets:

- Commitment to the Student
- Respect for Educational Mission
- Respect for Research Mission
- Individual Integrity, Responsibility, and Accountability
- Respect for Others and Preservation of a Respectful Workplace
- Respect for University and State Resources
- Compliance with University, Federal and State Laws, Rules, Policies, and Regulations
- Compliance with New Jersey Conflict of Interest Laws and State Ethics Code
- Protection of Confidentiality and Privacy of Records
- Accuracy in Reporting
- Adherence to Internal Controls
- Fair Dealings in Agreements
- Protection from Retaliation

**Commitment to the Student** – University personnel will encourage free pursuit of learning while respecting both the students’ rights to form their own views, and the diversity of cultures, backgrounds, and perspectives of our students. University personnel will deal justly and considerately with each student. University personnel will avoid exploitation of students for private advantage while respecting the confidential nature of the relationship between the professor/staff member and student. University personnel will provide recognition and acknowledgement of significant contributions by students. When necessary, University personnel will share information about students’ educational needs with appropriate individuals within the parameters of applicable privacy laws and policies.

**Respect for Educational Mission** – In each of its locations and in all of its facilities, Rowan University is committed to providing high quality academic services in accordance with all laws, regulations, program requirements, and academic accreditation standards. The University is committed to accurate representation of credentials to be attained through its programs of study and clear communication of requirements for admission and graduation.

**Respect for Research Mission** – Affiliated researchers shall conduct their research with integrity, intellectual honesty, and appropriate respect for human and animal subjects. All research involving human subjects is subject to approval by an Institutional Review Board. All research involving vertebrate animal subjects must be approved by the Institutional Animal Care and Use Committees. All such research shall remain in compliance with all conditions imposed by the respective committee. Research must be conducted for the advancement of knowledge while meeting the highest standards of honesty, accuracy, and objectivity. Researchers are obligated to demonstrate accountability for the funds of sponsors and payers while remaining in total compliance with specific terms and conditions of contracts and grants.

**Individual Integrity, Responsibility and Accountability** – The relationship between students and University personnel shall reflect an environment that focuses on education, professionalism, integrity, honor, civility, and ethical conduct. To that end, the University allows zero tolerance for behavior that improperly interferes with

the learning environment, including harassment, discrimination and violence, including but not limited to arrangements having real or perceived power (e.g., faculty/coach-student, supervisor-supervisee, healthcare provider/patient). With respect to confidentiality, University personnel must follow all rules and regulations as outlined in the Family Educational Rights and Privacy Act (FERPA).

**Respect for Others and Preservation of a Respectful Workplace** – The University is committed to maintaining an environment of respect and inclusivity. Our community must and will have zero tolerance for illegal discrimination, including but not limited to discrimination based on race, creed, color, national origin, ancestry, age, sex or gender identity, marital status, familial status, affectional or sexual orientation, atypical hereditary cellular or blood trait, genetic information, liability for service in the armed forces, disability, or political persuasion. All University personnel must adhere to the basic principles of honesty, professionalism, integrity, civility, and ethical standards, and to the maintenance of a respectful workplace devoid of hostility and harassment. Violation and/or suspicion of violation can and must be reported utilizing appropriate channels and without the fear of retaliation.

**Respect for University and State Resources** – University personnel shall use all university equipment and facilities efficiently, economically, and for authorized university purposes only in accordance with University policy and State law.

**Compliance with University, Federal and State Laws, Rules, Policies and Regulations** – All University personnel shall act in compliance with all applicable federal and state laws, rules, and regulations as well as University policies, procedures, agreements, and guidelines.

**Compliance with New Jersey Conflict of Interest Laws and State Ethics Code** – All University personnel must comply with the State of New Jersey Conflict of Interest Laws, State of New Jersey Ethics Guidelines, and University policies to avoid actual or perceived conflicts (including their personal and/or financial interests) and, in situations where they might arise or do exist, to disclose them immediately and to participate no further in them unless and until approved by the appropriate Rowan New Jersey Ethics Liaison Officer or his/her designee.

**Protection of Confidentiality and Privacy of Records** – University personnel with access to confidential information, including but not limited to Protected Health Information under the Health Insurance Portability and Accountability Act (HIPAA) as well as confidential student information under the Family Educational Rights and Privacy Act (FERPA), shall maintain the confidentiality and privacy of that information to protect all parties, to include written and oral communication.

**Accuracy of Reporting** – All University records, including student records, accounting and financial records, expense reports, medical records, time sheets and effort reports, admission, retention, and graduation data, and other documents, including any submitted to or subject to possible review by government agencies, must be accurate, clear, and complete in accordance with generally acceptable accounting principles, government entities, bond covenant agreements, and other requirements.

**Adherence to Internal Controls** – Internal control comprises the plans, methods, and procedures used to meet the University's mission, goals, and objectives. To this end, all business units or department heads are specifically responsible for ensuring that internal controls are established, properly documented, and maintained for activities within their jurisdiction and followed. Any person entrusted with funds, including principal investigators, is responsible for ensuring that adequate internal controls exist over the use and accountability of such funds.

**Fair Dealings in Agreements** – University policies governing procurement, including public bidding requirements and New Jersey laws where applicable, must be followed insofar as vendors, potential vendors, excluded individuals or companies when obtaining goods and/or services. At all times federal and state laws must be followed relating to anti-referral and anti-kickback arrangements while adhering to the highest ethical standards in regards to business arrangements for selection, negotiation, determination of awards, and the administration of all purchasing activities. Persons affiliated with the University have an obligation to be

honest and consistent in all marketing and advertising practices, must adhere to fair business practices, and must honor the spirit as well as the specific language of these laws.

**Protection from Retaliation** – People who make reports of suspected violations of this Statement, or of any policy, regulation, rule, or law, in good faith and in the ways expected of them, are acting to protect our special community. As such, we all owe them the commitment that we will not punish them in any way for doing so, and will comply with all policies protecting them from retaliation.

B. **Tenets Specific to RowanSOM and CMSRU**

In addition to the tenets expressed above, we also are committed to these tenets in the context of providing health care:

- Respect for Clinical Mission
- Compliance with all State and Federal Healthcare Program Statutes, Regulations, directives, and guidelines

**Respect for Clinical Mission** – The RowanSOM and CMSRU Clinical Communities must remain committed to providing high quality health care in a manner that is appropriate, medically necessary, and efficient, in accordance with current medical and ethical standards to include the obligation to provide medical screening exams or emergency care consistent with the Emergency Medical Treatment & Labor Act (EMTALA) while displaying total respect for patient rights regarding choice of care and/or refusal of treatment.

**Full Compliance with all state and federal healthcare program statutes, regulations, directives and guidelines** – Federal and State health care programs, Medicare, and Medicaid require RowanSOM and CMSRU to comply with all applicable statutes, regulations, directives, and guidelines. This also includes the rules of Medicare fiscal intermediaries or carriers, RowanSOM and CMSRU policies and procedures, and any agreements that RowanSOM and CMSRU may enter into with state or federal organizations or regulatory agencies. Persons affiliated with RowanSOM and CMSRU may be required to attest to their compliance with federal and state rules and regulations as failure to fully comply could jeopardize participation in said healthcare programs. RowanSOM and CMSRU will not conduct business with any individual or entity currently excluded by the Office of Inspector General (OIG) and/or General Service Administration (GSA) and, to this end, persons affiliated with RowanSOM and who perform healthcare services (including administrative services) are subject to periodic background checks.

- C. The University community shall always strive to create and sustain a culture in which ethical conduct is recognized, respected, and promoted on all levels. University core values include a commitment to diversity, personal mentorship, professionalism, collaboration and mutual respect, civic responsibility, patient advocacy, and life-long learning.