2:00-2:20

1. Approval of agenda
2. Introduction of visitors
3. Approval of minutes from March meeting
4. President's report
   - a. Registration problems
   - b. Changes to Education majors (page 3, and attached files)
   - c. Federal budget cuts and grant funding
   - d. T&R criteria
   - e. Fire in Mimosa
   - f. New buildings
   - g. Proposed changes to purchase of lab and research supplies
   - h. Hipra on West Campus
   - i. 12 month pay for 10 month employees

2:20-2:35

5. Open Period: Roberta Harvey discusses the mission statement (page 4)

2:35-3:00

6. Second reading: Revised Library Committee Charge (page 2)
7. Resolutions to amend the Registrar's procedures (page 7)
8. Curriculum Report: Process Q to create Honors College (separate file)

3:00-3:15

7. Old business
8. New business

Revised Charge for Library Committee

Current:

Reviews available learning resources of the University including those in the Campbell Library, the Camden Campus library, the music library and educational media. The committee also reviews the policies regarding the management and use of these centers and materials and makes appropriate recommendations.

Revised:

The committee facilitates communication regarding the research needs of faculty and students and reviews policies on the support for, management, and use of the libraries' facilities and resources. Additionally, the committee makes recommendations to the University Senate to ensure library resources are of high quality and utilized appropriately to further the educational and research mission of the University.

Frequently Asked Questions about
Yearlong Clinical Internship

- **What is the yearlong residency or internship?**

  Clinical teaching is typically one semester. However, starting in the 2018-2019 academic year of clinical practice, the NJDOE will require the clinical practice experience be moved to an entire P12 school year. This means teacher candidates will begin teaching part-time in their first semester of the year, before progressing to full-time teaching by the second semester.

- **During the first semester (part-time teaching experience) does a teacher candidate need to report to the assigned classroom every day?**
  No, however, the number of days and hours will depend on the teacher education program.

- **During the second semester (full-time teaching experience), does a teacher candidate need to report to the assigned classroom every day?**
  The number of days and hours for full-time teaching will depend on the teacher education program.

- **How does a teacher candidate know if he/she will participate in the yearlong residency?** Any teacher candidate who does not complete the clinical practice experience (student teacher) by Spring 2018 will be required by the state of New Jersey to complete a yearlong residency.

- **Will the yearlong residency require additional semesters?**
  The yearlong residency will not require additional semesters. However, it will require additional field hours if clinical experience is not completed by Spring 2018.

- **What pathway/sequence should a teacher candidate follow?**
  Teacher candidates should follow the sequence chart mapped for his/her specific program.

- **For students entering new courses, with different prerequisites, will the prerequisites be waived?**
  Prerequisites will be waived for courses that are part of the new program.

- **How should teacher candidates receive the proper waivers?**
  Teacher candidates will continue to use the current waiver process. Departments chairs/program coordinators will waive prerequisites as needed.

CONFIDENTIAL DRAFT

RowanUniversity

A Visionary Mission for Student Learning, Research Excellence, and Service
Rowan University will become a new model for higher education by being **inclusive, agile, and responsive,** offering diverse educational experiences, pathways, environments, and services to meet the needs of all students;

maintaining agility by strategically delivering organizational capacity across the institution; and responding to emerging demands and opportunities regionally and nationally.

Strategic Pillars

Access
We are committed to expanding quality educational opportunities for students by increasing our enrollment capacity; supporting student success; utilizing an increasing array of pedagogies and platforms; and creating new pathways to undergraduate, graduate, postgraduate, and professional studies, including medicine.

Affordability
We are committed to keeping education affordable by managing costs; diversifying our revenue streams; reducing student debt; limiting tuition increases to the rate of inflation as measured by the consumer price index; and enhancing internship and employment opportunities for our students and graduates.

Quality
We are committed to providing rigorous, experiential, and engaging educational experiences; support for scholarly, creative, and research activities; a vibrant and healthy campus life; a rich intellectual, cultural, and artistic environment; and a safe, supportive and inclusive culture that respects and values the diversity of all of its members.

Economic Engine
We are committed to benefiting our local and state communities by making every effort to partner with and invest in regional businesses and organizations that contribute in meaningful ways to furthering our mission; preparing an educated citizenry and skilled workforce; enhancing the health of our citizens and the quality of life; and developing innovative products, services, and ideas.

Institutional Initiatives

- Provide multiple pathways to higher education credentials for students with different needs.

- Commit to success for all learners.

- Promote human, infrastructure, and resource capacity.

- Engage in innovative discovery, invention, and application of knowledge.

- Create and develop competitive advantages.

Operational Values

- Student-centeredness
- Transparency
- Entrepreneurship
- Accountability
- Engagement
- Teamwork
- Inclusivity
- Resilience.

Strategic Domains

- Undergraduate Core

- Research, Medicine and Health Sciences, Research-Based Graduate Programs

- Adult and Continuing Education, Workforce Development, Revenue-Generating Graduate Programs

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Context   for   Proposed   Rowan   University   Mission Statement
March 2017

Mission   Statement   Development   Task Force

Member	Position and Affiliation
Joe Basso	President, AFT, and Department of Public Relations & Advertising

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Corinne Blake	Department of History and Faculty Co-Chair, MSCHE Self-Study	
Millicent Channell	Assistant Dean for Curriculum and Departments of OMM and Family Medicine, RowanSOM	
Bill Freind	President, University Senate, and Department of English	
Roberta Harvey	Vice President for Academic Affairs, Co-Chair of Strategic Priorities Council and Co-Chair, MSCHE Self-Study	
Rory McElwee	Vice President for Enrollment & Student Success	
Jocelyn MitchellWilliams	Associate Dean for Diversity & Community Affairs, CMSRU	
Donald Moore	Senior Vice President, Facilities, Planning, & Operations	
Monika Shealey	Dean, College of Education	
Rbrey Singleton	Alternate Student Trustee, Student Government Association and Board of Trustees	
John Zabinski	Senior Vice President, University Advancement	

Review of Task Force Charge

The goals for this process were to provide an **agile and streamlined framework** that inspires and justifies University initiatives and to provide an **anchor** for the upcoming MiddleStates Self-Study. The task force was not asked to establish a new mission, but rather to articulate the existing mission. As such, the members of the task force were not chosento be representative and did not serve as advocates for their respective areas. The members worked as a team to compose language that reflects the commitmentsof the University in a fashion that is sufficiently grounded to guide decisions but is not overly granular or partisan. The members also serve as liaisons to

constituent groups. The process and nature of the task force were determined by Jim Newell, Joanne Connor, Roberta Harvey, and Rory McElwee based on recommendations from the Executive and Administrative Cabinets, and the plan was presented to the Board of Trustees Academic Affairs Committee.

Objective

Building on the success of the four pillars, create a visionary, memorable, actionable mission statement.

Guiding Principle

"Mission, Vision, and Values should work together to create a powerful **dynamic** that is both distinctive and drives strategic choices." (*Future College Fieldbook: Mission, Vision, and Values in Higher Education*, Daniel Seymour, 2016)

Recommended Policy Language Updates from the Registrar and the Registrar Academic Board (RAB) to Existing Registration-related Policy

Submitted by Rebecca Gollihur, Registrar, as of 04/19/17

Original Text from Currently-posted Registration-related Policies

Taken from the Provost website:
http://www.rowan.edu/provost/policies/regis_OfficeofTheProvostRowanUniversity.htm as of 04/2016.
(Note: these may have been moved to Confluence at this point in time.) Only text from
the highlighted policies are posted- since those are the ones we addressed.

- **Registration Procedures**
- **Repeating a Course**
- **Undergraduate Senior Privilege**
- **Audit Policy**
- **Extended and Final Registration**
- **Change of Registration Policy**

REGISTRATION PROCEDURES

Self Service Banner registration for matriculated students is usually conducted in April and May for the Fall semester, in October and November for the Spring semester and in March for the Summer sessions. Matriculated students may not register for more than 18 semester hours each semester unless approval is obtained from their academic dean, or, for undeclared majors, from the Center for Academic Advising and Exploration (CAAdE).

Payment of tuition and fees for those students who use Self Service Banner must be made by the date indicated on the course confirmation invoice.

Students who do not pay by the date indicated on the invoice will have their confirmations canceled. Students wishing to re-register after such a cancellation may do so at final registration by making selections from courses with seats remaining and paying tuition and fees at that time. Self Service Banner registration course confirmation invoices for students receiving scholarships, VA benefits, graduate assistant stipends and other financial aid must be validated by the Bursar's Office by the date indicated on the invoice. Students are responsible confirming registration regardless of who is paying the bill. If such confirmation has not been completed by the due date on the invoice, registration will be canceled. If students wish to reregister after such a cancellation, they may do so at final registration by making selections from courses with seats remaining and presenting evidence of financial aid at that time.

The above information only applies to undergraduates in traditional-format, 16 week, on-campus programs/courses. To view and print CGCE registration and payment information, please visit http://www.rowan.edu/cgce/register.

Repeating a Course
PURPOSE
    The purpose of this policy is to outline the requirements for retaking a course.
II. ACCOUNTABILITY

Under direction of the Provost, all Deans and Department Chairs shall implement this policy and all faculty shall ensure compliance with the policy.

III. APPLICABILITY

This policy applies to all students of Rowan University.

IV. POLICY

1. In the event that a student repeats a course, the grade received for the repeated course will constitute the final grade for that course for cumulative G.P.A. purposes whether the grade is higher or lower than the grade received in the original course. The original grade, although not counted in the cumulative G.P.A., remains on the student's transcript.

2. The same course may not be taken more than twice, including withdrawals, unless noted otherwise in the course description or unless approval from the department chairperson is granted. The approval by the chairperson is for one repetition of the course, and each repetition will require separate approval. Previous approval is no guarantee of approval for future repetitions. This policy is retroactive and approval is needed under this policy using the current form.

3. Except for general education and Rowan Experience courses, more stringent restrictions may be determined by the individual departments/colleges, only to meet standards recommended by accrediting bodies, statutory regulations, and/or professional societies.

EXTENDED AND FINAL REGISTRATION
(MATRICULATED AND NON-MATRICULATED STUDENTS)

Extended registration is usually conducted prior to the **beginning** of a semester or summer session. **Final** registration is conducted prior to the first week of a semester or summer session at which time a late registration fee is charged. Payment of tuition and fees for students who register during **Final** registration is due at the time of registration.

Change of Registration Policy

The following policy explains guidelines and procedures governing the following changes of registration:

- Adding a course after the Drop/Add Period
- Dropping a course
- Withdrawing from a course

This policy combines the previous Late Registration Policy (formerly the Hardship Registration Policy) and Course Withdrawal System Policy. The policy specifies required procedures and approvals for changes of registration. In all cases, the student is strongly urged to consult with his/her advisor(s) regarding the planned changes.

Adding a course after the Drop/Add Period

In recognition of the fact that there are circumstances that students may face from time to time that prevent them from registering for courses during appropriate registration periods, including the Drop/Add period, Rowan University has adopted the following policy which specifies such circumstances.

Only the following circumstances are recognized as reasonable and acceptable reasons for requesting registration in a Rowan University course after all registration periods have expired. One or more of these

circumstances or reasons must have prevented the student from registering during one of the normal registration periods:

- Cancellation of student's courses due to delay in approval of financial aid
- Documented error by advisor, faculty member, or staff member
- Personal issue (death of family member or loved one, serious illness or accident, etc.)
- Military service

Exceptions to this policy may be made only in rare and compelling circumstances that are clearly beyond the control of the student.

In all cases, the student must provide documentation of the circumstances and obtain the signatures of the Professor, Department Chairperson, Dean, Bursar, and Registrar. Such requests should be submitted using the form entitled *Student Request to Drop or Add a Course After the Drop/Add Period*. Approved requests will be accepted by the Registrar's Office for up to two weeks after the end of the Drop/Add period.

Dropping a course
Dropping a course results in the course being removed from the student's transcript entirely. The transcript will not record that the student was ever enrolled in the course.

Dropping a course during the Drop/Add period: Students may drop courses during the Drop/Add period through Banner. No forms or approvals are required. When students drop a course during the Drop/Add period, neither the course nor the drop will be recorded on the transcript. Students are not financially responsible for a course that is dropped.

Dropping a course after the Drop/Add period: In rare and compelling circumstances, students may need to drop a course after the Drop/Add period. These circumstances include situations where a student was unable to make changes to his/her registration in a timely fashion for one or more of the reasons cited above under "Adding a Course After the Drop/Add Period." In such cases, students may submit a *Student Request to Drop/Add a Course After the Drop/Add Period* (the same form that is used to add a course after Drop/Add). The student must provide documentation of the circumstances and obtain the signatures of the Professor, Department Chairperson, Dean, Bursar, and Registrar. When students drop a course through this process, neither the course nor the drop will be recorded on the transcript. Approved requests to drop a course after the Drop/Add period will be accepted by the Registrar for up to two weeks following the end of Drop/Add. This date is posted on the Registrar's website. After this date, changes of registration must be submitted as requests to withdraw.

Withdrawing from a course
Registration in a given Rowan University course implies the student's obligation to complete its requirements. Provisions for withdrawal are made for special circumstances. Withdrawing from a course results in the student being assigned a W, WP, or WF. This is not a grade and does not affect GPA. However, the course and the notation of the withdrawal remain on the student's transcript and students remain financially responsible for courses from which they withdraw. Except in extreme circumstances when the Department Chairperson and the Dean of a particular college allow, students are not permitted to withdraw from the same course more than two (2) times. In all situations outlined in this policy, it is the student's responsibility to meet the appropriate deadlines and obtain the required signatures.
Withdrawal: To withdraw from a course between the Drop/Add period and mid-semester, students must submit a *Student Request to Withdraw from a Course*. The specific deadline for this form of withdrawal is posted on the Registrar's website. The reason for the request may be stated on the form and must be signed by both the student and the course professor, who must note the student's last date of attendance on the form. Upon receipt of the approved *Student Request to Withdraw from a Course*, the Registrar's Office will enter a W on the official transcript.

Late withdrawal: To withdraw after mid-semester but before the last four weeks of the semester, the same process as stated above under Withdrawal will prevail, except that the reason(s) for the request **must** be stated and approval must be obtained from the Professor and respective Department Chairperson. The specific deadline for this form of withdrawal is posted on the Registrar's website. The professor will

indicate that the student is withdrawing with a passing grade (WP) or withdrawing with a failing grade (WF). The professor will also note the student's last date of attendance on the form. Upon receipt of the approved *Student Request to Withdraw from a Course*, the Registrar's Office will enter a WP or WF on the official transcript.

Hardship withdrawal: Withdrawals during the last four weeks of the semester are considered exceptional and may occur only with the approval of the Professor, Department Chairperson, and Dean. Documentation of the circumstances is required. Poor academic performance and excessive unexcused absences are **not** acceptable reasons for requesting a hardship withdrawal. The professor will indicate that the student is withdrawing with a passing grade (WP) or withdrawing with a failing grade (WF). Upon receipt of the approved *Student Request to Withdraw from a Course*, the Registrar's Office will enter a WP or WF on the official transcript.

Approved by the Rowan University Senate, May 2010

Updated Text Recommendations for Registration-related Policies
(Yellow highlights indicate new/newer information.)

REGISTRATION AND REGISTRATION ADJUSTMENT POLICIES

The following policies provide guidelines and procedures for Rowan University's non-medical undergraduate and graduate students (excluding GSBS) with the following registration-related issues:

- Course Registration, Registration Periods, and Registration Assistance (Old "Registration Procedures")
- Registration Credit Limits (Old "Registration Procedures")
- Adding or Dropping a course & Drop/Add Periods (Old "Change of Registration Policy")
- Late-start Course Registration &Registration Adjustments (Old "Change of Registration Policy")
- Registration-related Payments
- Withdrawing from a Course & Other Registration Options After the Late Drop/Add Period (Old "Change of Registration Policy")
- Hardship Registration Adjustments (Old "Change of Registration Policy")

These policies replace all previous policies addressing the registration-related items outlined above. In all situations, it is the student's responsibility to meet the appropriate deadlines, follow process, and obtain the required signatures.
In all cases, the student is strongly urged to consult with his/her advisor(s) regarding registration/registration adjustments.

Course Registration, Registration Periods, and Registration Assistance
As of January, 2016, the Office of the University Registrar oversees registration and registration-related needs for all non-medical Rowan University students (including Rowan Global students, those in online courses, those in off-site courses, and all graduate students, excluding GSBS students).

Course Registration:

Course registration, including opening, closing, and other related deadlines, is managed by the Office of the University Registrar each term. Once registration is open each term for a student, which is done according to level (undergraduate/graduate), classification (undergraduate senior-freshman), and matriculation status, it remains open for online (or in-person) registration adjustments (drops/adds) until the end of the Regular Drop/Add period for the Part of Term in which the course appears.

- o **Finding courses each term:** All courses available for registration each term, along with any corresponding registration information such as pre-requisites, restrictions, course size limits, mode of delivery, course descriptions, etc. are available in Rowan's online Section Tally:
http://banner.rowan.edu/reports/reports.pl?task=Section_Tally.

Registration Periods

Registration opens for a term as outlined below and then remains open until the end of the regular Drop/Add period for the Part of Term in which the course appears.

- o **Fall:** usually in March (opens according to undergraduate student level and classification and for all graduate students at one time)
- o **Winter:** usually in October (opens for all students at one time)
- o **Spring:** usually in October (opens according to undergraduate student level and classification and for all graduate students at one time)
- o **Summer:** usually in February (opens for all students at one time)

- Note about Late Registration: The late registration period begins approximately one week after the Bursar payment deadline for the term and continues until the term begins. Any new registration performed during this time (outside of new student registration during Orientation days) will incur a late registration fee and any tuition/fee charges for the term are due at the time of that registration.

- Note about "Late-start" Courses: See "Late-start Course Registration & Registration Adjustments" within this document.

- Note about Online Registration: Students are directed to register online through Self Service (www.rowan.edu/selfservice). Please remember any online registration activity is only possible between 7AM and 11PM each day and up until the end of the Regular Drop/Add period.

- Note about "Part of Term:" Session or "Part of Term" is the 5th column in the Rowan Section Tally (http://banner.rowan.edu/reports/reports.pl?task=Section_Tally) and it shows the start and end dates of the session in which the course is placed. These dates determine registration-related deadlines for the course.

- Note about "Primary Parts of Term:" The Office of the University Registrar publishes on its website (www.rowan.edu/registrar) specific registration-related dates and deadlines for the Primary Parts of Term for each of the four terms (fall, winter, spring, summer). Primary Parts of Term are those Parts of Term that are intended for non-medical students and have at least 20 sections and/or serve more than one student population.

Registration Assistance:

General registration assistance is provided by the Office of the University Registrar via phone, email, or in person, during regular business hours as posted on the Registrar web site each term. There are extended hours every Wednesday evening and also before and after the standard workday during every Drop/Add Period for a Primary Part of Term, as well as on the first day of registration opening each term.

This section outlines the policies and procedures related to registration assistance that might be required by students during the online registration process. (Any forms mentioned are available to use/download from the Office of the University Registrar website (www.rowan.edu/registrar) under "forms.")

- **Who can sign registration forms/provide email approvals?** Unless otherwise indicated, most registration-related forms require approval from the "academic department" through which the course is offered. Each academic department determines who within or associated with their department (instructor, departmental secretary, chair, academic advisor, others) are authorized to sign and approve registration-related forms and requests and shared that information with the Registrar in order to allow proper access and approvals in the system.
- **About the "academic department" contact information:** Whenever making requests from the academic department, students should contact the main phone or email line for the academic department in question. In the registration assistance situations outlined below, "academic department" always pertains to the course in which the student would like to register, and not to any course that is being waived (for example)
- **Academic Departments are able to provide registration overrides for their own courses only for pre-requisites, capacity, time conflicts, repeats, major/field of study**. (See the Office of the University Registrar website: www.rowan.edu/registrar under "forms" for more details.)

  Override Types
- **Pre-requisite and restriction issues and overrides:** Students who seek an override/waiver for a missing/pending pre-requisite for a course and/or a restriction attached to a course (such as field of study, etc.) may be able to obtain an override from the academic department depending upon their situation.
- **Course is full/capacity override:** Once a course is full, online registration in that particular course is no longer possible, and students should try for another section or another course instead. However, students may seek a special override if they truly have no other registration options and need that particular course in order to stay on track for graduation. (Note: Due to load issues and fire code issues, even in such cases, an override is not guaranteed.) o   A Note about Fire code maximums: Fire code maximums cannot be overridden, and instructors may not provide any overrides if the Section Tally confirms that the fire code maximum is already met.
    - o A Note about Waitlists: If a waitlist exists for a course/section (which is within the purview of the instructor), capacity overrides may not be used. Waitlist and reserved seats are also not able to be combined.
- **Time conflict override:** The online registration system will not allow students to register for courses in which the meeting times for the courses overlap. However, it is understood that there are some courses whose meeting times are more flexible than what may appear in the system (such as Independent Studies, Internships, etc.) and therefore, time conflict overrides *may* be possible.
- **Duplicate courses within the same term override:** The online registration system will not allow students to register for courses in which the official subject code and course number match exactly. However, it is understood that there are some courses (such as Independent Studies, Selected/Special Topics, etc.) that contain genuinely unique content for that particular term/section, and therefore, duplicate courses within the same term overrides *may* be possible.
- **Requesting to register for over 18** credits:**
    - o Matriculated Undergraduate Students: All matriculated undergraduate students are permitted to register for up to 18 credits in any given term (although any credits over 17 are excluded from the "flat rate" payment plan and will result in additional

charges on the student account.) Requests to exceed the maximum of 18 credit hours of enrollment per term for matriculated undergraduate students are subject to approval of the appropriate College Dean's Office (in which the student is matriculated) and can only be performed within the appropriate Drop/Add periods.

- o ****Matriculated Graduate Students:** All matriculated graduate students are permitted to register for up to 15 credits in any given term and they pay per credit (no flat rate applies). Otherwise, graduate students requesting to register for over 15 credits follow the same process above.

4. **Course repeat exceptions and overrides:** The same course may not be taken more than twice, including withdrawals, unless noted otherwise in the course description or unless approval from the department chairperson is granted. The approval by the chairperson is for one repetition of the course, and each repetition will require separate approval. Previous approval is no guarantee of approval for future repetitions. (Except for general education and Rowan Experience courses, more stringent restrictions may be determined by the individual departments/colleges, only to meet standards recommended by accrediting bodies, statutory regulations, and/or professional societies.) Even if approval is granted to take a course more than twice, unless the course is confirmed to be an exception that contains unique course content (such as Independent Studies, Selected/Special Topics, etc.), and that information is shared directly with a Rowan financial aid officer by the student at the time of registration, federal aid policies will exclude the course/credits from any financial aid calculations and awards for the term.

- • **Course is closed to online registration:** Academic departments can place settings that restrict online registration (dropping/adding), and students who run into those issues, should consult directly with the academic department for registration assistance.

Note: Additional registration assistance/processes related to adding, dropping, or withdrawing from courses are outlined separately in this document.

Registration Credit Limits

To help ensure student success, students are limited to the following number of registered credits each term: o **Matriculated undergraduate students:** 18 credit hours each term o **Non-matriculated (visiting) undergraduate students:** 11.5 credit hours each term, and up to 24 credit hours total may be accumulated prior to formal acceptance into an undergraduate degree program. o

Matriculated graduate students: 15 credit hours each term o **Non-matriculated (visiting) graduate students:** 9* credit hours each term and that is also the total number of credit hours that may be accumulated prior to formal acceptance into a graduate degree program. *Those planning to be accepted to and matriculate in a post-baccalaureate and/or certificate program are limited to 6 credit hours total prior to acceptance. Some programs set lower limits for the number of credits non-matriculated students may take prior to acceptance to a program and/or may count towards a program after acceptance and matriculation.

Adding or Dropping a Course & Drop/Add Periods

Regular Drop/Adds:

- Adding or dropping a course (for which they are otherwise eligible/qualified is usually possible for students to perform directly online via www.rowan.edu/selfservice every day between 7AM11PM and up through the appropriate Regular Drop/Add period/deadlines for the Part of Term in which the course appears. No forms or approvals (for the drop/add specifically) are required during this period.
- When students drop a course during the Regular Drop/Add period, neither the course nor the drop will be recorded on the transcript. Students are not financially responsible for a course that is dropped. Students *are* academically and financially responsible for any course added that remains on the enrollment record after the Regular Drop/Add period.

Regular Drop/Add Periods:
- If the course length/Part of Term in which the course appears is **3 weeks or shorter:**
  - Regular Drop/Add dates are the first 2 business days of the session/Part of Term in which the course appears
- If the course length/Part of Term in which the course appears **is over 3 weeks and up to 6 weeks:**
  - Regular Drop/Add dates are the first 3 business days of the session/Part of Term in which the course appears
- If the course length/Part of Term in which the course appears is **over 6 weeks and up to the full term (12-16 weeks):**
  - Regular Drop/Add dates are the first 5 business days of the session/Part of Term in which the course appears

Late Drop/Adds:
- After the Regular Drop/Add period, a grace period of equal length to the drop/add period (for the particular course/Part of Term) is provided to accommodate special circumstances that delayed the original registration adjustment. A form and approval/verification are required during this period.
- Adding or dropping a course (for which they are otherwise eligible/qualified is usually possible for students to perform manually (in person or via email) every weekday with the Office of the University Registrar (registrar@rowan.edu or Suite 121 Savitz) between 8AM-4:30PM during the Late Drop/Add period, provided students have obtained a verification of the registration delay via the signature of a University staff or faculty member on the Late Drop/Add form). (The form and approvals can be emailed to registrar@rowan.edu.) The signature on the form/email must be from a University staff or faculty member who can explain and verify the delay. (If *adding* a course, the signature must be from the instructor of the course in question, or other personnel authorized by the academic department to provide approval within any email/form used.)
- When students have correctly submitted a verified Late Drop/Add form requesting a drop during the Late Drop/Add period, neither the course nor the drop will be recorded on the transcript. Students are not financially responsible for a course that is dropped. Students *are* academically and financially responsible for any course added that remains on the enrollment record after the Regular Drop/Add period, unless exceptions have been made via a Late Drop/Add form.

Late Drop/Add Periods:
- If the course length/Part of Term in which the course appears is **3 weeks or shorter:**
  - The Late Drop/Add dates are the 2 business days *after* the end of the Regular Drop/Add period for the course.
- If the course length/Part of Term in which the course appears **is over 3 weeks and up to 6 weeks:**
  - The Late Drop/Add dates are the 3 business days *after* the end of the Regular Drop/Add period for the course.
- If the course length/Part of Term in which the course appears is **over 6 weeks and up to the full term (12-16 weeks):**
  - The Late Drop/Add dates are the 5 business days *after* the end of the Regular Drop/Add period for the course.

After the Late Drop/Add period, a course could still be added, but only with instructor permission in which it is specifically noted (on the form or email) that any grade-related consequences of the late add have been discussed with the student. Drops are not possible after the Late Drop period except in cases of a documented and signed Hardship Form. In all other cases, a student who cannot successfully complete a course after the end of any Drop/Add periods and up to the 75% point of the Part of Term in which the course appears, may be able to take advantage of either a course withdrawal, a request for an incomplete, or a request for Pass/No Credit grading. A Hardship request/form is required for any registration adjustments in the final 25% of the Part of Term in which the course appears.

Late-start Course Registration & Registration Adjustments

Most courses that fall within a term but begin after the start of the full term ("Late-start" courses) have registration open at the same time as the full term dates. Online adding and dropping for Late-start courses is usually possible during this time and up through the end of the Regular Drop/Add period for the full term. After that, registration usually remains open for a late-start course until the Regular Drop/Add period for the Part of Term in which the particular course appears; however, online adding and dropping is no longer possible, which is why a Late-start Registration Adjustment email request is required for manual processing at that time. (The email and related approvals can be sent to registrar@rowan.edu.) As long as registration is officially open, only the student signature and (if applicable) Financial Aid verification is required, and both adding and dropping is still permitted. During the late drop/add period for the course, the additional signature from a University staff or faculty member is also required as outlined under "Late Drop/Adds."

Registration Adjustments to Late-start Courses
- When students have correctly submitted a **Late-start Registration Adjustment Form** requesting a drop during the appropriate Drop/Add periods for the course in question, neither the course nor the drop will be recorded on the transcript. Students are not financially responsible for a course that is dropped. Students *are* academically and financially responsible for any course added that remains on the enrollment record after the Regular Drop/Add period, unless exceptions have been made via a Late Drop/Add form.

Registration-related Payments

Payment for registration (and other costs charged to the student account) in any particular term is due by the due dates posted by the Bursar (www.rowan.edu/bursar), which is typically before the term begins. However, after that posted date, students must pay for any costs associated with any added course at the time of that registration and (within a one week grace period after the payment due date) a late registration fee may also be assessed. Payment may be made online via Self Service (www.rowan.edu/selfservice) and online payment instructions (and/or other payment options) are listed on the Bursar website. It is not *guaranteed* that students will be dropped for non-payment each and every term/Part of Term, therefore, it is always the students responsibility to drop themselves within appropriate drop/add periods for any courses in which they no longer wish to be registered, or they will be academically and financially responsible for the course.

Non-attendance does not constitute a drop or withdrawal and will not release a student from academic or financial responsibilities.

Withdrawing from a Course & other Registration Options after the Late Drop/Add Period

Registration in a given Rowan University course implies the student's obligation to complete its requirements. However, we also recognize that there are sometimes reasons why a student must make registration adjustments after all Drop/Add periods have been exhausted and therefore, other registration adjustment options *may* be available.

After the Late Drop/Add period, a course could still be added, but only with instructor permission in which it is specifically noted that any grade-related consequences of the late add have been discussed with the student. Drops are not possible after the Late Drop period except in cases of a documented and signed Hardship Form. In all other cases, a student who cannot successfully complete a course after the end of any Drop/Add periods and up to the 75% point of the Part of Term in which the course appears, may be able to take advantage of one of the three registration adjustment options listed below:

1. Withdrawing from a Course:
   - Students are permitted to withdraw from a course after all possible Drop/Add periods have been exhausted and up to the 75% point of the Part of Term in which the course appears. (Official deadlines are posted for the Primary Parts of Term each term on the Office of the University Registrar website (www.rowan.edu/registrar).
     - In cases of Regular and Late Withdrawals, "approvals" are *guaranteed* to the student (if properly requested by the deadlines) up to the 75% point of the Part of Term in which the course appears.
   - Withdrawing from a course is usually possible for students to perform manually (in person or via email) every weekday with the Office of the University Registrar (registrar@rowan.edu or Suite 121 Savitz) between 8AM-4:30PM during the appropriate Withdrawal Periods provided students have obtained the proper approvals on the Course Withdrawal form). (The form and approvals can be emailed to registrar@rowan.edu.)
   - Withdrawing from a course results in the student being assigned a W, WP, or WF depending upon the timing of the withdrawal. This is not a grade and does not affect GPA. However, the course and the notation of the withdrawal remain on the student's transcript and students remain financially responsible for courses from which they withdraw. There are two types of withdrawals listed below.
     - **Regular Withdrawal:** available after the end of the Regular Drop/Add period and up until the 50% point of the Part of Term in which the course appears. Only the instructor signature is required on the Course Withdrawal Form and a "W" (withdrawal code) would be assigned to the course during the Regular Withdrawal Period.
     - **Late Withdrawal:** available after the 50% point and up to the 75% point of the Part of Term in which the course appears. Both the instructor and department chairperson's signatures (or designee via a "verification statement") are required on the Course Withdrawal Form and a "WP" or "WF" (withdrawal code) would be assigned to the course during the Late Withdrawal Period.
       - "WF" or "WP" indicates the student was earning a passing "WP" or failing "WF" grade as of the date of the instructor signature)
       - A last date of attendance is required by the Office of the University Registrar to process any withdrawal forms/emails.
       - Except in extreme circumstances when the Department Chairperson and the Dean of a particular college allow, students are not permitted to withdraw from the same course more than two (2) times.

2. Requesting an Incomplete ("IN") for a Course:
   - If a student has been participating in a course but still has work missing at the end of a semester – exams, papers, assignments to be written or rewritten – and they do not believe they will be able to successfully complete the course within the normal time frame provided by the Part of Term, a

temporary "Incomplete" or "IN" grade may be assigned if circumstances warrant. Approvals for incompletes are fully at the discretion of the instructor.

- If approving the incomplete, the instructor should enter "IN" under the final grade when entering grades for the course. An official last date of attendance must also be entered.
- The due date for completion of work is also between the student and the instructor; however, the "IN" will automatically change to an "F" if the instructor does not submit the updated/replacement grades by the end of the following term (not including winter or summer terms).
  - o It is the responsibility of the student to work with the instructor and ensure the work is submitted and the updates/replacement grade is submitted on their behalf.
- The student and instructor may agree to extend the IN grade beyond the normal period outlined above by submitting to the Office of the University Registrar the "Extension of Incomplete Grade form."

3. Requesting Pass/No Credit (P/NC) Grading for a Course:
   - Pass/No Credit is a grading option available only in designated courses as posted on the Office of the University Registrar website (www.rowan.edu/registrar). A student may want to request P/NC grading if they believe that option would benefit their GPA better than any standard grade option they may be able to earn.
   - Students are permitted to request P/NC grading up to the 75% point of the Part of Term in which the course appears. (Official deadlines are posted for the Primary Parts of Term each term on the Office of the University Registrar website. Deadlines for these requests would match the posted Late Withdrawal deadlines.)
   - Requesting P/NC grading for a course is usually possible for students to perform manually (in person or via email) every weekday with the Office of the University Registrar (registrar@rowan.edu or Suite 121 Savitz) between 8AM-4:30PM during the appropriate deadline provided students have obtained the proper approval from the instructor on the P/NC Request forms). (The form and approval can be emailed to registrar@rowan.edu.)
   - Students who do not declare an option for P/NC by the appropriate deadline will be graded on the A-F scale. *P/NC grades will not contribute to the computation of cumulative grade point averages or the designation of graduation honors.)*

Hardship Registration Adjustments

We recognize that sometimes during a term, unavoidable circumstances may arise that would prevent a student from being able to perform necessary registration adjustments during the proper timelines. If all other registration options have been reviewed and exhausted (which will usually be in the final 25% of the Part of Term in which a course appears, but may be earlier depending upon the needs of the student), *and* the student has documented reasons why he/she was unable to pursue one of the other registration adjustment options within proper timelines, a hardship registration adjustment (such as a drop, add, or withdrawal) may be using the Hardship Registration Adjustment form.

Recognized Hardship Conditions
The following circumstances are recognized as acceptable reasons for a hardship registration-related adjustment request. **Please check all that apply and attach/submit appropriate and sufficient documentation.** *(The Office of the University Registrar will determine if the documentation supplied is appropriate and sufficient, although the University Hardship Committee, may require additional information.) (Exceptions for situations not pre-defined below, should be outlined under "Other," and are made only in rare and compelling circumstances.)*

❏ Difficulty finalizing registration and/or being dropped for non-payment due to delays in internal/external loan/financial aid or financially-related approvals	*Requires documentation (email/letter) from Financial Aid and/or Bursar's Office.*
❏ Documented error by advisor, faculty member, or staff member that led to the delay/problem	*Requires documentation (email/letter) from Advisor, instructor and/or staff member.*
❏ Unanticipated personal/family crisis such as death of a family member/loved one, fire or flooding in residence, domestic disruption to the degree that it interfered with coursework, etc.	*Requires documentation (form/email/letter) such as copy of divorce papers, financial statements, police reports, obituaries, or other pertinent documents.*
❏ Unanticipated medical emergency such as sudden illness, hospitalization, accident, etc.	*Requires 3rd-party medical documentation from a physician/hospital.*
❏ A call to active military duty	*Requires documentation from a military commander.*
❏ Other non-academic situations that *may* be deemed acceptable with documentation (Attach detailed explanation.)	*Please detail your situation and attach supporting documentation.*

Hardship Processing Options:
A. **Request meets pre-defined hardship conditions:** Hardship requests that fit one of the predefined hardship conditions listed and include appropriate and sufficient documentation (as determined by the Registrar) will usually be processed without the need for review by the Hardship Committee, although confirmation from the Financial Aid Office, instructors, or other consults also may be required. Processing typically takes 1-2 weeks.
B. **Request does not meet pre-defined hardship conditions:** Any hardship requests listed as "other" and/or either do not fit one of the pre-defined hardship conditions listed, and/or don't include appropriate and sufficient documentation (as determined by the Registrar) are considered **"hardship exceptions"** and these cases will usually be forwarded to the University Hardship Committee for review. (Confirmation from the Financial Aid Office or other consults may also still be required.) Processing typically takes 2-3 weeks, but may be longer if additional documentation is required or other special circumstances arise.

About the University Hardship Committee
The Hardship Committee makes final decisions on hardship exception cases. The Committee is comprised of 6 total members, one each from the following offices: Registrar, Financial Aid, Bursar, Advising, an Assistant/Associate Dean from an academic college, and Student Life. (Other offices or individuals may be consulted as needed.)

<p style="text-align:center">University   Senate Minutes</p>
<p style="text-align:center">March 3, 2017,   2:00-3:15   in CMSRU   Auditorium</p>

2:00-2:15

1. Approval of agenda-motioned, seconded,   approved

2. Introduction of visitors-Mike DiSanto, Brad Fischer

3. Approval of minutes from February meeting-motioned, approved

4. President's report
    President Houshmand   was   invited by Senator Norcross to
    President Trump's Address to Congress NJ.com article on Rowan
    salaries over 275k
    New   Dean-Rick Dammers-College of Performing Arts, Sandy
    Tweedie, CCCA

    Medallion Awards-new procedure

    a.   Senate letter on Executive Order (page 2)

    b.   Non-tenured Teaching   Faculty (page 4)
            5 lines for the-2 Writing Arts, 1 Computer Science,
            1 Sociology/Human Services, 1 TBD

    c.   Survey on Administrative heads (separate file)
            Started as   a "pilot program", administration looking to
            grow this idea.
            Fall 2017-Biology and   Computer Science are slated to
            have Administrative Heads

            Q-How is this not   moving faculty work out of unit?
            A-The AFT   is looking into this now.
            *Comment-There is concern that there will eventually be heads
            hired externally.*

These people will be loyal to the administration.
Q-Is this set up that they need to be a full professor?
A-No, you can have a anyone that is hired for the position in the future. Comment-Not in favor of a whole new administrative class, however, there are more and more demands placed on faculty and departments are becoming more complex.

Q-Can we consider an academic chair with an administrative system chair?
A-No, due to union rules

d. Proposals for less expensive textbooks

e. Update on finals schedule

A   proposal for final schedule changes will be forthcoming

f. Rowan Core update (Mike Grove)
    Target date for incoming freshmen Fall 2018.
    Three Step Process
    -Goals
    -Alignment for course objectives to align with Rowan Core -departments will submit assessment plans for courses
    Q-Will students be grandfathered in?
    A-Yes, however the new core may be advantageous to current students as well.

    g. Conference and Event Services: talk to Jess Porch, x5446 Confusion between internal and external events, call Jess for clarification, especially if minors are involved.

Q-What is an event is open to the public and minors are showing up? A-There should be a consultation with legal to clarify.

g. Administrative heads

2:15-3:00

5. Open Period: Shreek Mandayam, Vice President for Research & Executive Director, SJTP

Innovation, Access, Opportunity
Overview-discussed mission of Office of Research and South Jersey Tech Park
Research & Development pipeline (Proposal nt, Sponsored Programs, Research Compliance, Graduate Research Services, Rowan Innovations, Technology Commercialization).
-Distributes seed funding.
-Anything invented at Rowan is property of the State of New Jersey.
-Office works with patenting, intellectual property, and royalty deals/revenue. -Works with all colleges and schools within the university
-Growth=2010-5.6 million dollars to 2016-28.2 million dollars
-Research Regulatory Committees: Human Subjects, Animals, Biological Safety
-New and growing companies at SJTP
-European Pharmaceutical
-AccuHealth
-SalonClouds
-Rowan spin-outs
All thesis and dissertation programs will be transitioning under Graduate Research Services in the near future.
Q-Do you handle graduate certificate programs?
A-No-will remain with Rowan Global. Revenue generating programs remain with Global.

Q-If current students are working on thesis, will it go to your office? A-Yes, Erica Holland will be coordinating this in the future.

6. Open Period: Bob Bullard, Director, Office of Career Advancement

Largest Career Fair-160 organizations, 1300+ students attended.
Education Expo -3/6/2017 60+ organizations are registered.
Skill building and promotion of career services is critical.
On Campus-ProfAcademy NCAA grant to assist junior student athletes for career and wellness services.
2 Career Counselor jobs and 1 additional support staff member searches being done now.
Major Madness-connecting majors to careers
Building Internship and Externship connections

Q-Can we schedule a meeting for new degrees and new programs to meet and greet with the OCA?
A-Yes, the OCA would love to meet and learn about new programs.
Q-Are you using graduate students for mock interviews?
A-Yes, we are using mostly Higher Education graduate students mostly right now. Also updating website for students and employers.
Q-Can we connect students to graduate school information (stipends, funding, mentorship)?
A-Yes, we can help facilitate this through your department, advisor, or student organization.
Q-Who should I be sending students to?
A-Send them to Bob Bullard.
Q-When will you be coming to Camden?
A-Working with Winona Wigfall at Camden to have a presence and workshops.

3:00-3:10
7. First reading: Revised Library Committee Charge (Page 3)

8. Curriculum report (Erin Herberg)

Process Q:Quasicurriculum Proposals CSM
Revamping Basic Skills & GenEd Mathematics
Dr. Rory McElwee-Lookingto make adjustments to align with basic skills best practices and align Mathematics with major needsand career pathway.

16-17-8.039-Motioned, approved
16-17-8.043-Motioned, approved

Process E
COB
16-17-1.002-motioned, approved
Health Professions
16-17-11.003- motioned, approved
CCCA
16-17-2.016- motioned, approved
16-17-2.018- motioned, approved
CoEd
16-17-3.042- motioned, approved
COEng
16-17-4.020- motioned, approved
CHSS
16-17-6.002- motioned, approved

3:00-3:15
7. Old business
   10 month faculty to be paid over 12 months in the fall.
8. New business

Adjournment-**3:32pm**

<u>PROCESS Q: Transforming the Honors Concentration into an Honors College</u>
Submitted April 15, 2017

Sponsors:

Dr. Emily Blanck, History
Dr. Mark Byrne, Biomedical Engineering
Dr. Davide Ceriani, Music
Dr. Zachary Christman, Geography, Planning, and Sustainability
Dr. Dan Folkinshteyn, Accounting and Finance
Dr. LeeAnn Kung, Marketing and Business Information Systems
Dr. Joe Pizzillo, Interdisciplinary and Inclusive Education
Dr. Amy Reed, Writing Arts
Dr. Courtney Richmond, Biological Sciences

This proposal seeks to convert the Thomas N. Bantivoglio Honors Concentration into an Honors College. (Please note we have garnered support from every college and School at the University.)

The Thomas N. Bantivoglio Honors Concentration is a living-learning community that provides dynamic learning and leadership experiences for Rowan's top students. Now numbering 531 (with an additional 401 applicants vying for spaces in our entering Freshman class), our students are thriving in classes and research assistantships with Rowan faculty, benefiting from support for study abroad, and taking part in our nationally recognized peer mentoring program. 74% of our students live on campus, making their home in the Whitney Center and in our new outposts in Rowan Boulevard and Holly Pointe. Our students are both academic frontrunners and campus leaders. What is more, they are increasing their visibility in national and international research venues.

In the past three years alone, Rowan Honors students have attended REUs (Research Experiences for Undergraduates funded by the National Science Foundation) at institutions such as Berkeley, Princeton, Harvard, and MIT (to name just four); they have won fellowships to attend PhD programs at Carnegie Melon, Harvard, Johns Hopkins, MIT, Rutgers, and Stanford (among others); and they have won two Fulbrights (to Finland and South Korea) as well as two Summer Fulbrights to the UK (with three students current ly in the final interview stage for summer 2017), three New Jersey STEM Scholar awards, a Goldwater and two Goldwater Honorable Mentions, a Boren, and a coveted position as an intern for the United States Office of the Historian. Their successes would be remarkable at any institution, let alone one of Rowan's size and recent pivot to a research orientation. These young people personify the University's successful balance of access, affordability, and quality.

Ironically, Honors is now a victim of its own success. Demand and enrollment have soared, and we lose students to other institutions because of our inability to recruit or fully meet their

needs. The demands on the program itself have also increased—high achieving students require richer, well-integrated learning experiences and other support services—yet our current structure limits our ability to respond in the best possible ways and constrains the recruitment of more students from the tri-state area and beyond. We are hindered in our ability to plan for the future appropriately in terms of the residential component of our program and the holistic development of the academic curriculum, which spans the University. We yearn to provide a more robust and coherent education from first year experiences to meaningful capstone courses as well as assess them, then designing future course content and pedagogy with that data. Lastly, we would like to more systematically integrate the rich co- and extra-curricular activities vital to a thriving honors program.

Changes an Honors College Would Facilitate

An Honors College positions us to overcome these barriers. Not only could an honors college model support the institution's evolving scholarly mission, a college would enable us to strengthen the program in two vital areas, which would have broad reaching effects across the University.

Faculty
- We could jointly hire faculty across the University, which would decrease the teaching burden in key STEM majors and simultaneously offer more appropriate coursework for their broader, distribution requirements. Joint appointments in Honors would assist Rowan in attracting and retaining more top-flight faculty as well as supporting talented research faculty with innovative pedagogical opportunities as well as dynamic, Honors research and learning assistants. This, in turn, would provide students with exciting in-class and research opportunities, while enabling Honors to offer a robust, consistent, and coherent range of courses as well as to facilitate appropriate and strategic planning for the future. What is more, joint hires would enable us to grow in key areas that would be beneficial to several other colleges and majors (e.g., CHSS, CoCCA, CoB).

  An Honors college with faculty committed to teaching one quarter or one third of their classes in Honors would also enable us to develop even better academic and pedagogical relationships with CMSRU and SOM to improve undergraduate research and classroom experiences *and* partner for significant grants from the NIH, NSF, etc. The pedagogical possibilities extend to K-12 education as well. With Honors faculty, we could create pipelines for talented students into Honors from local high schools and community colleges.

  Lastly and more locally, this restructuring would enable Honors to have a voice in key academic venues (e.g., the Faculty Senate). We currently have no representation and this hampers our ability to respond nimbly to academic initiatives on campus as well as ensure that Honors students and/or Honors education are integrated elements of key conversations on campus.

Administration

- We could also <u>appropriately reorganize our current administrative structure</u>, which can no longer accommodate the number and breadth of our students. It is now impossible to adapt administrative structures originally designed for a small program in the College of Liberal Arts and Sciences in the 1980s. We are well over capacity and our administration, staff, and faculty advisory board are being stretched thin.

  The Honors Dean and Assistant Dean both currently work as typical administrators, yet they function as student and academic advisors, while the dean serves as a quasi department chair as well. Since Honors has such a strong residential and student life component, both also oversee large-scale student events and work closely with Housing and Residence Life. More appropriately focusing the scope of their jobs would enable them to concentrate on broader programmatic issues as well the recruitment and retention of top students, better mentorship of Honors faculty and students, and providing more appropriate assistance to students in grant, fellowship, and graduate school applications. This, in turn, would have a number of salutary effects on the institution as a whole.

  - o   The Dean's more outward focus would enable her to fundraise as well as partner with key business and educational leaders in South Jersey. Within the institution, more intentional work could be done with Strategic Enrollment Management, for example, improving access to and the affordability of a quality university education in addition to continuing to add luster to Rowan's metrics of student success (e.g., SAT scores, time to graduation, and retention rates).

  - o   The Assistant Dean's more inward focus would insure a more robust student experience with even better oversight of the Honors Student Organization and outreach to potential students, alongside purposeful analysis of student data to make more advantageous choices for the college. More data-informed decisions would improve the outcomes for work with key offices such as Strategic Enrollment Management and Housing, as well as bolster all four of the Pillars. For in addition to balancing access, affordability, and quality, an even more robust Honors student experience will positively impact the Economic Engine (e.g., more volunteer hours within the community and dollars spent in Glassboro in the short term, while in the long term we could reasonably expect increased alumni donations).

Programmatic Impacts

The potential programmatic impacts of these faculty and administrative changes, key aspects of a transformation to a college, are significant indeed. An Honors College would be poised to support the University's careful balance of access and quality. By marketing the affordability of Honors alongside its graduates' successes (and its current students' test scores), the University could:

- recruit and retain the best students who would otherwise leave New Jersey for university

- improve Rowan's rankings in terms of:
  - Standardized test scores o Retention and graduation rates o Social mobility
  - Acceptances to top graduate programs
  - Winners of national and international fellowships (e.g., the Fulbright and
  Goldwater)

- cultivate more donor and alumni relationships

- collaborate more closely and effectively with the Pre-Health Office, Strategic Enrollment Management, CMSRU, and SOM to attract, retain, and provide a streamlined yet rigorous education for the students in our competitive 3+4 programs

- provide enhanced engineering clinic experiences and more meaningful distribution requirements in subjects beyond Engineering for Honors Engineering students (51% of our current student body) in line with ABET's criteria for Student Outcomes, especially students' o ability to function on multidisciplinary teams o understanding of professional and ethical responsibility o ability to communicate effectively
  - broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context
  - recognition of the need for, and an ability to engage in life-long learning o knowledge of contemporary issues
    - 🖉 Source: ABET 2016-2017 General Criterion for Baccalaureate Level Programs, General Criterion 3. Student Outcomes d-j

- bolster the offerings of meaningful courses that would fulfill ABET's requirements, which would improve Honors offerings of broader distribution requirement courses for *all* Honors students. In collaboration with other colleges—especially Business, Communication and Creative Arts, and Humanities and Social Sciences—that focus on topics of national and global importance as well as delivering the skills necessary to think and communicate clearly while collaborating effectively, Honors students would be better trained to systematically contemplate problems from a range of disciplines

- expand the strong relationship Honors has cultivated with the College of Business and our partnership with Kingsway Regional High School's Star Academy to create more pipelines to university for talented students in southern New Jersey

- deepen Honors' demonstrated strengths in STEM with more targeted outreach to key constituents in the College of Science and Math (e.g., increasing the number of Honors students in Psychology and broadening our course offerings in key areas such as Pre-Health)

- make Honors the hub of innovative pedagogical practice and research opportunities for faculty in close partnership with the College of Education as well as the Center for Teaching and Learning

- augment the institutional commitment to diversity by recruiting and retaining underrepresented Honors students

- expand Honors offerings in the College of Performing Arts, both for majors and non-majors, especially targeting their burgeoning interdisciplinary programs (e.g. Music Industry)
- have Honors partner with the new School of Earth and Environment to build their student body strategically and encourage Honors students to be part of their statewide educational outreach efforts at the Edelman Fossil Park

- increase cross-college collaboration in developing interdisciplinary CUGs and majors, providing targeted departments and colleges with a strong student base as they grow (i.e., Honors' current work with Biomedical Illustration and Design courses).

Timeline
Given our extraordinary, essentially exponential growth, time is of the essence. (Please see the longitudinal data provided at the end of this report for precise figures.)

July 1, 2017	• Honors becomes a college
May – December 2017	• Key members of faculty, the Honors Faculty Advisory Board, and Honors Administrators will update our mission and vision statement, create a plan for curricular growth and a series of assessable Student Learning Outcomes and Student Learning Objectives along with an assessment plan, and design a robust first year experience (FYE) for the first entering freshman class • Honors faculty embed SLOs into their courses and beta-test their assessability • Honors Dean works with other college deans for joint hires to begin Fall 2018; in conjunction with colleges and academic departments as well as the AFT, Honors designs hiring and recontracting process for joint faculty
January 2018	• Honors FYE courses submitted to Honors Faculty Advisory Board for approval

	• Honors Assessment Committee works with the Director of Assessment to roll out Assessment Plan Spring of 2018
March 2018	• Deadline for applications for College's first entering class
May-August 2018	• Key members of faculty, the Honors Faculty Advisory Board, and Honors Administrators will design Sophomore Year Course or Sophomore Honors Experience • Honors Dean works with other college deans for joint hires to begin Fall 2019
September 2018	• Honors Sophomore Year Course or Honors Sophomore Experience courses submitted to Honors Faculty Advisory Board for approval • Honors begins systematically assessing our courses
January 2019	• First Sophomore Year Course or Experience taught to advanced Freshmen who placed as Sophomores or are part of the 3+4 or 3+1 programs
May-August 2019	• Key members of faculty, the Honors Faculty Advisory Board, and Honors Administrators will design Junior Year Course or Honors Experience, ideally study abroad with funding from the endowment
	• Honors Dean works with other college deans for joint hires to begin Fall 2020
September 2019	• Honors Junior Year Course or Honors Experience courses submitted to Honors Faculty Advisory Board for approval
January 2020	• First Junior Year Course taught
May-August 2020	• Key members of faculty, the Honors Faculty Advisory Board, and Honors Administrators will design Capstone Course or Senior Honors Experience; this could range from research assistantships or internships to seminars with an honors thesis • Honors Dean works with other college deans for joint hires to begin Fall 2021
September 2020	• Honors Senior Year Capstone Course or Honors Experience proposals submitted to Honors Faculty Advisory Board for approval • Honors begins preparation for its 5-Year External Review to insure that the College is meeting standards for national best practices in Honors education
January 2021	• First Senior Capstone Course taught

Not only will transforming the Thomas N. Bantivoglio Honors Concentration into an Honors College bolster the four pillars, it will assist Rowan in reaching a number of important strategic goals integral to maintaining its upward trajectory. An Honors College will
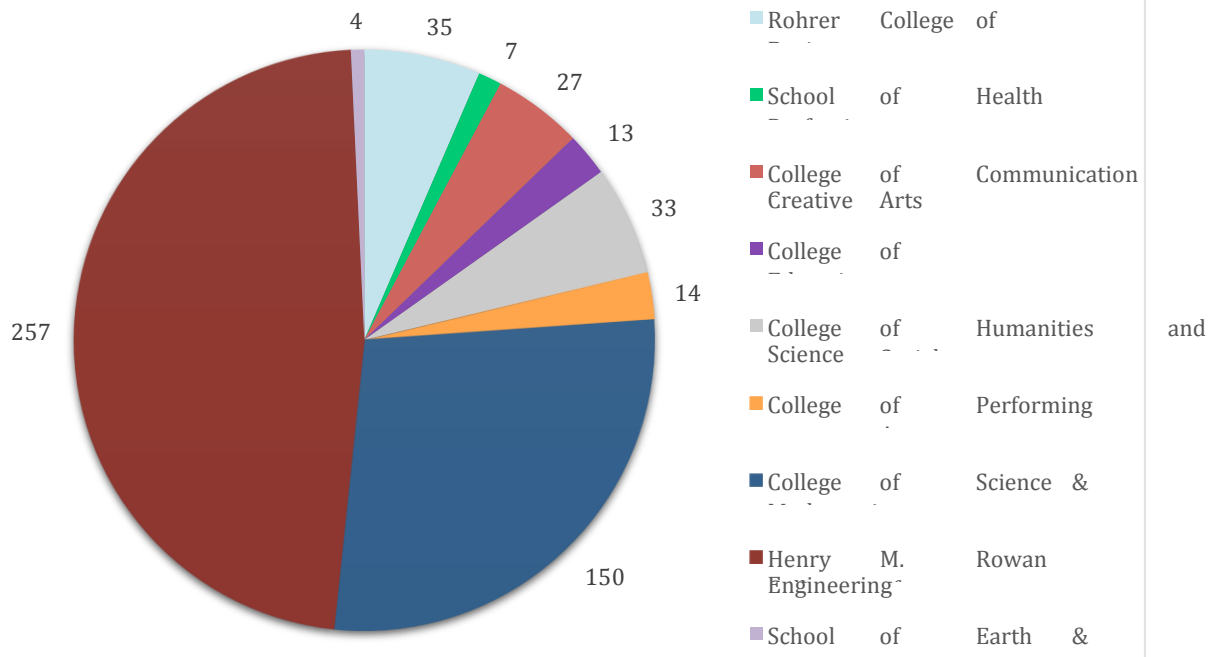
enable the University to realize its commitment to enhanced learning opportunities for its students, providing—among other things—opportunities for students to engage in hands-on research, apply their knowledge, and help promote innovative collaborations with research faculty. Increasing their numbers and the opportunities available to them will add to the institution's growth in sponsored funding, technology commercialization, and entrepreneurship. In turn, the synergy created by these partnerships will aid the institution in responding swiftly and flexibly to emerging demands and opportunities within the marketplace and within national educational trends. Ultimately, an Honors College will increase the value of an undergraduate degree at Rowan while strengthening the area's—and ideally, the nation's—understanding of the quality of a university degree that is accessible and affordable.

Funding Needs

Our funding needs are modest at present since there is very little direct funding needed to launch the transformation. The Provost has announced his intent to hire ~100 new faculty over the next decade; some portion of those will be joint hires with Honors. Although they do not require unique expenses and the direct impact on departments across the University will be minimal because this is primarily a classification change, we will need to consider adding faculty and administrative lines commensurate with our growth over time.

Facts and Data about the Thomas N. Bantivoglio Honors Concentration

Honors Concentration: Current Representation of Colleges & Schools

Legend:
- Rohrer College of
- School of Health
- College of Communication Creative Arts
- College of
- College of Humanities and Science
- College of Performing
- College of Science &
- Henry M. Rowan Engineering
- School of Earth &

Values shown: 4, 35, 7, 27, 13, 33, 14, 257, 150

Honors Concentration Enrollment 2011-2017

Fall 2011	276
Spring 2012	257
Fall 2012	316
Spring 2013	310
Fall 2013	325
Spring 2014	322
Fall 2014	386
Spring 2015	397
Fall 2015	452
Spring 2016	493
Fall 2016	500
Spring 2017	531
Projected Fall	582

Comparative SAT Data

| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017* |

Honors SAT Score (Math & Reading)
Rowan SAT Score (Math & Reading)
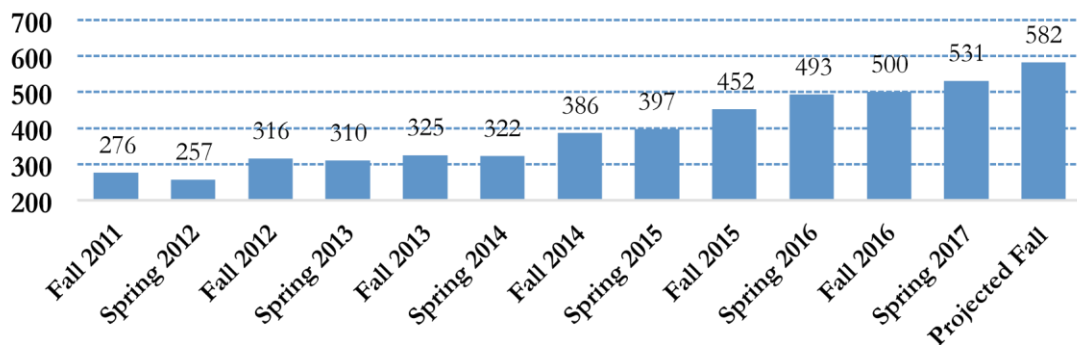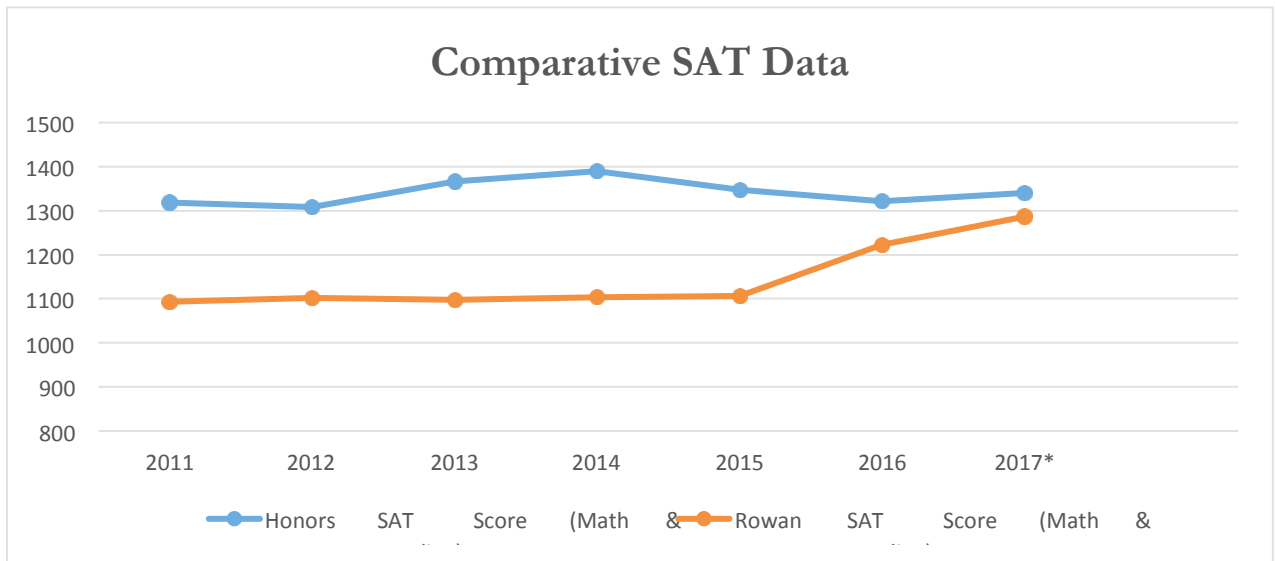
* 2017 SAT scores are currently based on accepted (not enrolled) students. Please note as well that the SAT has changed this year, so the score has a slightly different meaning as the Honors students' percentile scores illuminate below.
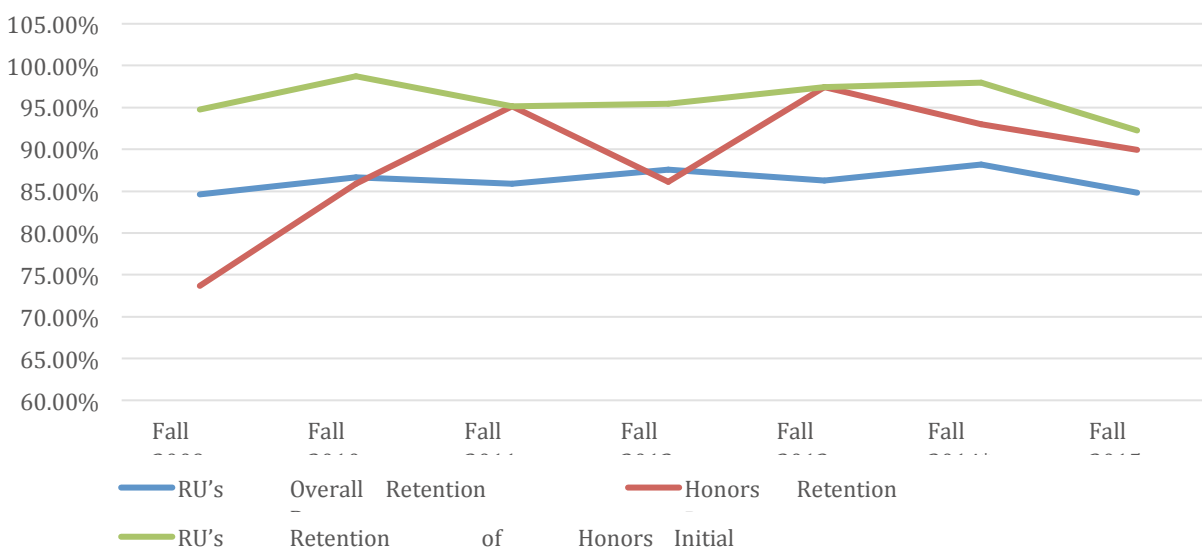
	2011	2012	2013	2014	2015	2016	2017
Honors SAT Score (Math & Reading) 87th percentile	1319	1308	1367	1389	1348	1322	1330
Honors SAT Score (Math & Evidence-Based Reading) 94th percentile							1340
Rowan SAT Score (Math & Reading)	1093	1102	1097	1104	1107	1223	NA
Rowan SAT Score (Math & Evidence-Based Reading)							1287

Comparative Retention Data
1st - 2nd Year

Full Time Freshman Students	**Fall 2009** 1st---2nd Year	**Fall 2010** 1st---2nd Year	**Fall 2011** 1st---2nd Year	**Fall 2012** 1st---2nd Year	**Fall 2013** 1st---2nd Year	**Fall 2014** 1st---2nd Year	**Fall 2015** 1st---2nd Year
RU's Overall Retention Rate IPEDS Data	82.2%	84%	86%	85%	88%	86%	84.79%
Honors Retention Rates	73.68%	85.90%	95.12%	86.11%	97.43%	93.0%	89.9%
RU's Retention of Honors	94.74%	98.72%	95.12%	95.41%	97.43%	98.0%	92.3%

Initial Fall Cohort						

Honors Time to Graduation Data

	Honors Cohort	Initial Honors Cohort that Remained at RU	Total
Fall 2007 Cohort	135	0	135
Graduated in less than 4 Years	1	**	1 (0.74%)
Graduated in 4 Years	55	27	82 (60.7%)
Graduated in 5 Years	8	10	18 (13.3%)
Graduated in 6 Years	3	3	6 (4%)
Fall 2008 Cohort			
Fall 2008 Cohort	82	0	82
Graduated in less than 4 Years	0	**	0 (0%)
Graduated in 4 Years	39	20	59 (72%)
Graduated in 5 Years	3	9	12 (14.6%)
Graduated in 6 Years	0	1	1 (1.2%)
Fall 2009 Cohort			
Fall 2009 Cohort	94	0	94
Graduated in less than 4 Years	1	**	1 (1.06%)
Graduated in 4 Years	37	25	62 (65.96%)
Graduated in 5 Years	1	12	13 (13.83%)
Graduated in 6 Years	0	4	4 (4.24%)
Fall 2010 Cohort			
Fall 2010 Cohort	78	0	78
Graduated in less than 4 Years	3	**	3 (3.85%)
Graduated in 4 Years	42	11	53 (67.95%)

Graduated in 5 Years	5	4	9 (11.54%)
Fall 2011 Cohort			
Fall 2011 Cohort	91	0	91
Graduated in less than 4 Years	2	**	2 (2.19%)
Graduated in 4 Years	51	22	75 (82.42%)
Graduated in 5 Years	2	5	7 (7.69%)
Fall 2012 Cohort			
Fall 2012 Cohort	111	0	111
Graduated in less than 4 Years	4	**	4 (3.6%)
Graduated in 4 Years	73	27	100 (90.09%)
Graduated in 5 Years	1	1	2 (1.80%)
Fall 2013 Cohort			
Fall 2013	75	0	75
Graduated in 3 Years	0	**	0 (0%)
Graduated in 3.5 Years	2	**	2 (2.67%)
Graduated in 4 Years	52	14	66 (88%)
Fall 2014 Cohort			
Fall 2014	116	0	116
Graduated in 3 Years	2	**	2 (1.72%)
Graduated in 3.5 Years	n/a		

**These data are unavailable at this point

Letters of Consultation (Requested Friday, March 24):
Dr. Issam Abi-El-Mona, Department of Science, Technology, Engineering, Art and Match (STEAM) Education
Dr. Susan Browne, Language, Literacy, and Socio-Cultural Education
Dr. Bill Carrigan, History
Dr. Greg Caputo, Chemistry
Dr. Joseph Coulombe, English
Dr. Jennifer Courtney, Writing Arts
Dr. Patrick Crumrine, Geography, Planning, and Sustainability
Dr. Rick Dammers, Music
Dr. Stephanie Farrell, Experiential Engineering Education
Dr. Michael Grove, Biological Sciences
Dr. Berrin Guner, Marketing and Business Information Systems
Dr. Vasil Hnatyshin, Computer Science
Dr. Ellen Miller, Philosophy
Dr. Dex Whittinghill, Mathematics
Dr. Beena Sukumaran, Civil and Environmental Engineering
Dr. Joy Xin, Interdisciplinary and Inclusive Education