University Senate Agenda
April 24, 2020, 2:00-3:15 through Webex

2:00-2:20

1. Approval of agenda
2. Introduction of visitors
3. Approval of minutes from March meeting
4. President's report
    a. COVID19 update
    b. Move to remote teaching. "Zoom bombing," etc.
    c. Summer courses online; external summer camps canceled
    d. No decision yet on Fall classes
    e. Issues with residential students (Alicia Monroe)
    f. Electing department chairs
    g. Financial issues: freeze in state aid, student refunds (Chris Simons)
    h. T&R
    i. Promotion
    j. Adjusted load
    k. Sabbaticals
    l. Please complete Committee Selection forms
    m. Please submit your Committee Reports

2:20-2:50

5. Resolution to Create an Online Alternative to the Rowan Core Public Speaking Requirement (Nathan Bauer, page 8)
6. Second reading: Rowan Core equivalencies (Nathan Bauer, page 2)
7. Second reading: Revised CUGS definition (page 5)
8. First and second reading: Resolution to Commend Rowan University's Student Government Association (Jenn Savage, page 6)
9. First reading: Proposal to Create a Chair of the Library (separate file)
10. Curriculum report (Marci Carrasquillo) (separate file)

2:50-3:15

5. New and old business
6. Adjournment

Rowan Core Transfer Credit Policy

(Feb 21, 2020 draft)

The Rowan Core literacy requirements are waived for transfer students with an earned A.A. or A.S. degree from a NJ community/county college. For all other students, the following criteria will be used to determine whether transfer credits fulfill Rowan Core requirements.

These criteria are intended to make it easier for students to count transfer credits earned elsewhere, while still preserving the integrity of assessment in our own Rowan Core courses. By establishing transfer equivalencies to the various Rowan Core literacies, students and advisors can easily see which courses and exams are satisfying Rowan Core requirements.

Role of the Learning Assessment and Rowan Core Committee

Starting in Fall 2020, the new *Learning Assessment and Rowan Core Committee* (LARC, merging the existing *Rowan Core* and *Learning Outcomes & Assessment* Committees) will be responsible for establishing equivalencies between transfer courses or exams and the various Rowan Core literacies.

The LARC Committee will be composed as follows:
- Chair
- One faculty member from each college and school
- Two additional faculty members
- Two professional staff advisors
- One librarian
- One AFT representative

As needed, the LARC Committee chair will recruit additional faculty and professional staff to help review proposed Rowan Core transfer equivalencies. Prior to Fall 2020, an ad hoc group consisting of members of the *Rowan Core Committee*, advisors and Registrar staff will set up equivalencies for the highest priority transfer courses and exams. This group can begin their work as soon as the new *Rowan Core Transfer Credit* policy is approved.

Workflow for Establishing Transfer Equivalencies

A course or exam that comes in from another institution with no established transfer equivalency will go out to the relevant department chair or head on the Outstanding Data report. The chair or head can choose from the following three options:

(1) The exam or course is directly equivalent to a Rowan course that is already in Rowan Core

> Here, nothing more needs to be done. Once the equivalency is set up, students will automatically satisfy the Rowan Core literacy requirement through this transfer credit.

(2) The exam or course is directly equivalent to a Rowan course that is not in Rowan Core

> Here, the equivalency to this Rowan course will be set up. The chair or head will also have the option to flag the transfer course or exam for consideration by the LARC Committee as potentially satisfying a Rowan Core literacy.

(3) The exam or course is not directly equivalent to any Rowan course

> Here, the exam or course will be set up to count as either a free elective or a subject elective (e.g., *HIST 05075 GEN ED History*). The chair or head will again have the option to flag the transfer course or exam for consideration by the LARC Committee as potentially satisfying a Rowan Core literacy.

Any transfer courses or exams flagged by the chair or head for consideration as potentially satisfying a Rowan Core literacy (in options 2 or 3) will be forwarded to the LARC Committee by the Registrar's Office. The requested equivalency will be examined either by the whole committee or by a sub-group of the committee. LARC will use the provided course descriptions to determine whether the course adequately aligns with some of the outcomes of that Rowan Core literacy. (Note: an approved transfer course or exam can be used to satisfy only one Rowan Core literacy.)

If the committee approves this request, then one of the following actions will be taken:

(A) If the transfer course or exam is directly equivalent to a Rowan course that is not in Rowan Core (option 2 above), then a Rowan Core literacy attribute will be added to the equivalency.

> For example, suppose a county college course called *Acoustical Physics* was established as equivalent to the Rowan course *Physics of Sound and Music*, which is not currently in Rowan Core. If the LARC Committee approved the transfer course as satisfying the Rowan Core Scientific literacy, then this attribute would be added for all students who have earned transfer credit for this exam or course (from this specific institution).
>
> Importantly, however, adding a Rowan Core attribute to a transfer course or exam does not change the Rowan Core status of any equivalent course here at Rowan. So, in this example, students who took the equivalent *Physics of Sound and Music* at Rowan could not use it to satisfy the Rowan Core Scientific literacy, since this course is not currently included in Rowan Core. This policy is important for two reasons. First, it protects the right of departments to decide which courses they want to include in Rowan Core. Second, it preserves the integrity of our general education model, where departments need to have an approved plan for assessing students in the course based on the outcomes for that literacy. This policy should not create any impediments for students here at Rowan, since they will have easy access to advising on which courses satisfy Rowan Core requirements.

(B) If the transfer course or exam is not directly equivalent to any Rowan course (option 3 above), then it will be made equivalent to a generic Rowan Core placeholder course, showing which Core literacy it satisfies—and potentially also which attribute from the former general education model that it satisfies.

The Registrar's Office will build these placeholder courses, using the CORE subject code, for each Rowan Core Literacy—and, as needed, for each combination of a Rowan Core literacy and an attribute from the former general education model. Since these are not actual courses, no curriculum proposals will be needed to set them up

Applying and Appealing Transfer Credit Decisions

Newly approved Rowan Core transfer credit equivalencies are not date dependent, so they will also apply to students who previously took the transfer course or exam. A record of all approved Rowan Core transfer credits will be maintained at the existing transfer credit database, which can be found here:

- https://sites.rowan.edu/registrar/transferring-credits/transfer-credit-evaluation-database.html

Advisors and faculty are not permitted to add a Rowan Core exception to a particular course or exam if there is not an established equivalency. However, students, faculty or advisors can appeal to have a transfer course or exam count as satisfying a Rowan Core literacy. These appeals follow the existing credit appeal process run through the Registrar's Office, and they will be forwarded to the LARC Committee for review. The LARC Committee will maintain a record of all transfer credit decisions and their rationales, along with any appeals.

Proposed CUGS and Concentration Definitions

Concentration: a focused area of study constituting 12 to 17 credit hours of coursework within a major degree. Generally, a Concentration is composed of program electives. Completion of a concentration is noted on students' transcripts provided students declare the Concentration through their advisors. Concentration coursework counts toward the total required for the major degree, and students must complete all degree requirements for the Major to receive credentialing for a concentration. While special circumstances may warrant a proposed concentration to vary in the recommended credit hours (12 to 17), the variation will need to be sufficiently explained and justified in the program proposal.

If individual majors offer students concentration options for their respective degrees, the total degree credit hours (120) must be the same for all students regardless of the option that they take. Additionally, all options for the degree must share a core set of course requirements (generally a minimum of 12 credit hours).

For majors proposing one or more CUGS instead of concentrations, please see the CUGS section below for more details.

Certificate of Undergraduate Study (CUGS): provides credentialing for students completing a coherent and definable area of study constituting at least four courses totaling 12 to 17 credit hours. Completion of the CUGS is noted on students' transcripts provided that students declare the CUGS through their advisors. A CUGS is usually intended as a supplement to majors, minors, and other concentrations, and may be open to either or both matriculated and non-matriculated students.

The CUGS may require additional prerequisites associated with upper-level courses or prerequisites for the CUGS itself beyond the core course work of 12 to 17 credit hours. While there is no cap on the number of prerequisite credits, sponsors must indicate the prerequisites for any courses within the CUGS*. Generally, a CUGS within a major may double count no more than two courses. A CUGS may double count more than two courses when there is a demonstrated business or industry demand, a need to provide stackable credentials within the major, or a demonstrated inability to provide a concentration that does not exceed the 120 credit limit.

 *For courses within the CUGS that have a long list of prerequisites courses, a list or flowchart indicating those courses must be included within the proposal.

Resolution to Commend Rowan University's Student Government Association

Whereas, the Rowan University Student Government Association (SGA) is charged with ensuring "that all students' needs are met by acting as a student voice for the campus community, serving as an outlet for student concerns, promoting student participation in campus life, and investigating solutions to various issues that affect the campus as a whole"; and,

Whereas, "The SGA supports unity, teamwork, diversification, acknowledgment of excellence, mutual respect and a dedication to the positive development of each and every individual"; and

Whereas, the SGA acts to meet the needs of current, past and future students; and,

Whereas, during this academic year, the Rowan University community has encountered unprecedented tragedy in the deaths of students and staff; and,

Whereas, the global pandemic has forced Rowan University to convert all courses to online instruction, causing issues with accessibility to technology, knowledge of online platforms, and many other instructional and academic uncertainties; and,

Whereas, this pandemic has exacerbated housing and food insecurities, mental and physical health issues; and,

Whereas, the SGA has served on and worked with University Senate committees, task forces, and ad hoc groups to ensure the voice and concerns of the students are heard and addressed; and,

Whereas, the SGA has worked to improve communication between students and the rest of the Rowan community; and,

Whereas, the SGA has been instrumental in creating institutional change and improvements to address the issues stated above; and,

Whereas, the SGA has valiantly fought to help, educate, and protect their fellow students;

Be it Resolved, that the Rowan University Senate commends the entire Student Government Association, and specifically the SGA officers: Arielle Gedeon, SGA President; Ayala Gedeon, SGA Secretary; Kevin McCarthy, SGA Government Relations; Jenna Day, SGA Advancement; and Jason Brooks, SGA Student Affairs, for going above and beyond the charges of their group to provide outstanding service and leadership to the Rowan University students and community. Their contributions have not only helped the current cohort of students, but also will

provide a strong foundation for a safe, affordable, and robust academic environment for future students.

Resolution to Create an Online Alternative to the Rowan Core Public Speaking Requirement

The sudden shift to online classes due to the COVID-19 pandemic has created a problem for Rowan Core. Students need to take *Public Speaking* to complete their Rowan Core Communicative Literacy requirement, but this course is not available online. Moreover, the Department of Communication Studies is opposed to developing an online version of *Public Speaking* for pedagogical reasons. Thus, students have no way to complete this requirement in Summer 2020, when all Rowan courses will be offered online—which could lead to a delay in graduation. This is likely to be a problem in future semesters as well: either if Rowan is forced to extend the shutdown of its campuses; or if certain students are forced by personal circumstances to take only online courses. This resolution enacts both a permanent and a short-term solution to the above problem.

Permanent Solution

A new, online *Digital Presentations* course will be created. This course will be added to all program guides as an alternative to *Public Speaking*. So, the current Communicative Literacy requirement:

> *College Comp I + College Comp II + Public Speaking*

will be replaced with the following:

> *College Comp I + College Comp II + (Public Speaking or Digital Presentations)*.

Short-Term Solution

Because it will take time to develop the new *Digital Presentations* course, a short-term solution covering the next few semesters is needed. The course that is already available online and that best fulfills the Rowan Core role of *Public Speaking* is *CMS 04220: Interpersonal Communication*. Starting in Summer 2020—and continuing until *Digital Presentations* is ready for a full roll out—any student who takes *Interpersonal Communication* will satisfy the Rowan Core *Public Speaking* component of the Communicative Literacy requirement.

Timeline for Policy Changes

The specific policies that will allow us to carry out both the permanent and short-term solutions are laid out in the following timeline:

Summer 2020

- Students taking *Interpersonal Communication* during this semester will satisfy the Rowan Core *Public Speaking* requirement.
- Begin development of the online *Digital Presentations* course.

Fall 2020

- Students taking *Interpersonal Communication* during this semester will satisfy the Rowan Core *Public Speaking* requirement.
- The Department of Communication Studies will submit a curriculum proposal (including relevant Rowan Core materials) for the new *Digital Presentations* course.
- The Curriculum Committee and the Provost's Office will fast-track the review of this proposal in time for a Spring 2021 launch.
    - o Note: in order for the course to run in Spring 2021, the new *Digital Presentations* course will need to be sent to the Registrar and set up in our data systems (for faculty scheduling and student registration) before the curriculum proposal is officially approved. By this resolution, the Senate approves the above departure from the regular curricular review process.

Spring 2021

- All undergraduate program guides will be revised to add *Digital Presentations* as an alternative to the *Public Speaking* component of the Rowan Core Communicative Literacy requirement. (These updates are here approved by the Senate and will not require separate curriculum proposals.)
- The Department of Communication Studies will offer a few sections of *Digital Presentations* to pilot the new course. Students who take the course in or after this semester will satisfy the relevant component of the revised Rowan Core Communicative Literacy requirement.
- Students taking *Interpersonal Communication* during this semester will still satisfy the Rowan Core *Public Speaking* requirement.

Fall 2021

- The Department of Communication Studies will do a full roll-out of *Digital Communications*, with many sections offered.
- Students who take *Interpersonal Communication* in or after this semester will not fulfill the Rowan Core *Public Speaking* requirement.

Through this resolution, the Senate approves all policies in the above timeline.