

Rowan Core Committee Amendment to Rowan Core Policies

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Rowan Core Policy

1. Rationale for this Amendment to Rowan Core Policy

The original Rowan Core policy was approved by the Senate in October 2015, and it has provided a successful framework for implementation of our new general education model. Inevitably, however, decisions had to be made during the implementation process that were not fully specified in the original proposal. At times, the practical realities of implementation on a tight deadline forced us to make changes to the original policies. The present proposal is a full restatement of Rowan Core policy that reflects these additions and changes. It is followed by an alphabetical table of topics, in the first appendix. The full original proposal is included as a second appendix. Clickable cross-references between revised and original policies are included in marginal comments. For significant changes, the relevant original policy is also included as comments next to the revised version.)

2. Rowan Core Committee

The Rowan Core Committee is a standing committee reporting to the Senate. The chair should be a Senator.

COMMITTEE MEMBERSHIP

The committee will consist of 17 members (not including the chair), as follows:

- One faculty from each College and each of the Schools of Earth and Environment and Health Professions (11 members);
- Two additional faculty from any college or school (2 members);
- Two Professional Staff Advisors (2 members).
- Librarian (1 member).
- AFT Representative (1 member).

Notes on committee membership:

- Since the committee reviews confidential documents that include actual student exam questions and assignments, the committee does not include student SGA representatives.
- In 2017-18 and 2018-19, the Committee included two members from most colleges in order to deal with the large influx of new Rowan Core courses. Going forward, the membership structure outlined above will suffice. (This change has already been approved by the Senate.)

COMMITTEE RESPONSIBILITIES

The Rowan Core Committee has the following responsibilities:

- Reviewing proposals to add a Rowan Core literacy to an existing course—or to modify the literacy of an existing Rowan Core course.
- Coordinating with the Curriculum Committee to review proposals for new Rowan Core courses. (The Rowan Core Committee is responsible for reviewing the proposal to add a Rowan Core literacy; all other aspects of the course are reviewed by the Curriculum Committee.)
- Revoking courses from Rowan Core if departments fail to do the approved student assessment.
- Developing and approving changes to Rowan Core policy. Significant changes will need full Senate approval.
- Reviewing alignments of non-Rowan Core courses with Rowan Core literacy outcomes.
- Revising existing Rowan Core learning outcomes (or add new ones) as needed.

ROWAN CORE CHAIR

The original proposal called for the establishment of a Rowan Core Director, starting Spring 2016. This did not happen. In the absence of a Director, the Chair of the Rowan Core Committee will perform the duties of a Core Director: managing the operation of Rowan Core (in close coordination with the Director of Assessment); running the course proposal and review process; providing support for departments developing course proposals; and coordinating with Administrative units as needed when problems arise.

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3. Rowan Core Literacies

Rowan Core replaces the old general education requirements at Rowan University. Rowan Core courses are organized into the following six literacies, with each course belonging to a single literacy. (Note: the original document also specified Learning Goals for each Literacy. These Goals did not end up being used in course proposals and assessment, and so have been removed from the Rowan Core model.) The outcomes listed below are identical to the original versions, apart from correcting minor typos and errors.

ARTISTIC LITERACY

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

Artistic Literacy Learning Outcomes:

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

COMMUNICATIVE LITERACY

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

Communicative Literacy Learning Outcomes:

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

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GLOBAL LITERACY

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

Global Literacy Learning Outcomes:

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

HUMANISTIC LITERACY

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

Humanistic Literacy Learning Outcomes:

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

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QUANTITATIVE LITERACY

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

Quantitative Literacy Learning Outcomes:

1. Students can define basic statistical and regression vocabulary and also qualitatively describe the meanings relative to a set of given data (e.g. mean vs. median, what does the standard deviation represent; correlation coefficients, and model parameters/coefficients).
2. Students can outline a logical solution to complex real-world problems through simplification to a mathematical model.
3. Students can describe the differences between continuous (e.g. measurable) and discrete (e.g. countable) quantities and how this affects how they can be analyzed.
4. Students can perform basic statistical and regression analyses on data and also qualitatively describe the meaning of the results (e.g. how they change as new data are added, limits of regression models and how they can infer correlation and/or causality).
5. Students can solve complex real-world problems through simplification to a mathematical model and then discuss how that model is affected by adding back in ignored complexities.
6. Students can perform basic analyses on both discrete and continuous data.
7. Students can communicate mathematical ideas in symbolic, graphic, oral and written forms.
8. Students can evaluate the appropriateness and limitations of deterministic and probabilistic models to make informed decisions in real world situations.
9. Students can apply algorithmic thinking to solve quantitative, real world problems.

SCIENTIFIC LITERACY

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

Scientific Literacy Learning Outcomes:

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

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4. Rowan Core Program Requirements

All undergraduate major programs will require students to complete course requirements in all six Rowan Core Literacies, for a total of 24 sh, as follows:

- *Artistic Literacy*: any Artistic Literacy-designated course (3 sh)
- *Communicative Literacy*: all of the following courses:
 - COMP 01111 – College Composition I (or equivalent) (3 sh)
 - COMP 01112 – College Composition II (or equivalent) (3 sh)
 - CMS 04205 – Public Speaking (or equivalent) (3 sh)
- *Global Literacy*: any Global Literacy-designated course (3 sh)
- *Humanistic Literacy*: any Humanistic Literacy-designated course (3 sh)
- *Quantitative Literacy*: any Quantitative Literacy-designated course (3 sh)
- *Scientific Literacy*: any Scientific Literacy-designated course (3 sh)

FUTURE CHANGES TO ROWAN CORE LEARNING OUTCOMES

Some departments have requested changes or additions to the existing Learning Outcomes for certain Literacies. The Rowan Core Committee will consider this issue at a later date.

NON-PROGRAM COURSE REQUIREMENTS

All undergraduate programs require students to complete a category of Non-Program course requirements. In the previous proposal, the credit requirements for this category varied by program type. During the implementation phase, we switched to the following simplified system:

- All programs must include a minimum of 18 sh of Non-Program courses.
- Non-Program courses can include all University courses except those offered by the major department.

STATUS OF ROWAN EXPERIENCE REQUIREMENTS

Some Rowan Experience requirements are affected by Rowan Core:

- *Public Speaking*: now part of the Communicative Literacy requirements
- *Artistic and Creative Experience (ACE)*: replaced by the Artistic Literacy requirement
- *Multicultural / Global (M/G)*: replaced by the Global Literacy requirement
- *In-Class Laboratory (LAB)*: removed as a University-wide requirement (individual programs still have the option of including a LAB requirement)
- *Rowan Seminar (RS)*: retained as a University-wide requirement
- *Writing Intensive (WI)*: retained as a University-wide requirement
- *Broad-Based Literature (LIT)*: retained as a University-wide requirement

Note: the original proposal recommended that a separately-charged committee develop a proposal to address whether WI and LIT should remain University-wide requirements. In Fall 2018, a task force was convened to consider this question, led by the Chair of the Rowan Core Committee. We will continue to explore this issue.

USING MAJOR OR NON-PROGRAM COURSES TO SATISFY ROWAN CORE REQUIREMENTS

Rowan Core requirements can now be satisfied by courses from the major subject area. One course could potentially satisfy a Rowan Core requirement, a Rowan Experience requirement and a Major or Non-Program requirement.

COURSE EQUIVALENTS

Courses from outside Rowan University that are recognized as equivalent to a Rowan Core course can be used to satisfy a Rowan Core requirement.

RETROACTIVE CREDIT

If a course is added to Rowan Core after a student has taken it, the course will retroactively count as satisfying that student's Rowan Core Literacy requirement.

SUBSTITUTIONS AND WAIVERS

Consistent with our commitment to general education as an institutional curriculum shared by all of our graduates, the Rowan Core requirements apply to all programs. Departments therefore cannot substitute non-equivalent

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courses in a general way or remove the requirement for fulfilling a literacy from their program. On a case-by-case basis, however, departments may authorize substitutions for individual students when warranted by extenuating circumstances, based on their existing waiver power.

On a case-by-case basis, departments and/or advisors may also authorize switching students from the previous general education model to Rowan Core, when it is determined in consultation with the student that the change will advance the student's progress to degree.

STANDARDIZED PROGRAM GUIDES

In Spring 2018, all existing undergraduate program guides were updated to the new Rowan Core model. As part of this process, a standardized template was developed. In the future, all program guides are expected to follow this template, and submissions of program proposals to the Curriculum Committee should include guides following this template. Because existing students will still be on the previous general education model, each program will need to maintain both versions of their program guides for the time being.

PHASED IMPLEMENTATION OF THE ROWAN CORE REQUIREMENTS

The Rowan Core requirements apply to all first-year, non-transfer students who began at Rowan University in Fall 2018 or later. Continuing students who began at Rowan University prior to Fall 2018 will follow the previous general education curriculum.

Per the Statewide Transfer Agreement, transfer students entering Rowan University with an earned Associate of Arts or Associate of Science degree from a New Jersey community college have fulfilled all lower division General Education requirements. In accordance with the Agreement's provision to ensure that transfer students are well prepared to succeed in baccalaureate coursework, Rowan University will work with the community college sector to facilitate alignment of their General Education courses to our Rowan Core curriculum. As the community colleges develop or revise their courses, specific equivalencies will be established via NJTransfer. Recommended Transfer Programs will be updated through the regular process. In the absence of established equivalencies, best fit equivalencies will be identified. Progress toward alignment will be evaluated with the goal of having new transfer students enter Rowan University in Fall 2022 having fulfilled the Rowan Core requirements.

In the interim (between academic year 2018-19 and academic year 2022-23) all transfer students entering Rowan University, including those with an earned AA or AS degree from a New Jersey community college, will follow the previous general education curriculum. Individual transfer students can switch to the Rowan Core curriculum if they will benefit from doing so. On a case-by-case basis, Rowan University may authorize substitutions for individual transfer students when warranted by extenuating circumstances.

FUTURE ROWAN CORE LITERACY REQUIREMENTS

The previous proposal included information on two possible future Rowan Core requirements: a Multi-Literacy requirement and an Experiential Learning requirement. The Rowan Core Committee may develop proposals for either or both requirements at a future date.

5. Rowan Core Assessment

The details of assessment are handled by Rowan University's Director of Assessment. A minimum of two Rowan Core outcomes will be assessed per course per semester. Faculty enter scores for all students in the class (even those students for whom the Rowan Core requirements do not apply). All scores are entered in TracDat/Improve, and faculty are sent links for doing so.

In each course, the student scores for the various Rowan Core Learning Outcomes are translated to a standardized scale. The translation is initially determined by the Department Liaison for this course, working with the Director of Assessment. As we accumulate more data, we will begin a process of calibrating these translations. This process will be carried out by the Senate Learning Outcomes Assessment Committee, in collaboration with the Director of Assessment and the department that offers the course.

6. Adding Courses to Rowan Core

The Rowan Core Committee will maintain updated instructions on the process of adding a Rowan Core Literacy designation to a course. This information (along with a proposal template and sample files) will be provided on the

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Rowan Core Committee website: https://sites.rowan.edu/senate/policy_committees/rowan_core.html. Proposals are composed of a series of alignments, where each alignment consists of the following:

- A *Course Objective* (based on the specific content of that course).
- A *Rowan Core Learning Outcome* (drawn from the list of Outcomes for the chosen Literacy).
- An *Assessment Plan* (providing, in detail, the specific graded questions or assignments that will be used in the course to assess this aligned Objective / Outcome).

Proposals must include at least two alignments (with two distinct Rowan core Outcomes), but they are welcome to include more. For each alignment, the Assessment Plan should include the range of possible point totals. Proposal sponsors should use whatever rubric or point scale makes most sense for their chosen assessment instruments—keeping in mind that all faculty teaching the course will need to use the same scale. The Rowan Core Committee will review each alignment, looking for evidence that the proposed Assessment Plan will successfully measure student success in the aligned Rowan Core Outcomes. If a proposal is rejected by the Rowan Core Committee, the sponsor can appeal this decision to the Curriculum Committee.

7. Faculty Privacy Statement

Rowan Core makes possible detailed visualizations of the accumulated student assessment data. This allows us to detect patterns and trends in student success in the various Rowan Core outcomes—based on demographic data, class level, major, etc. To encourage accurate data collection, it is vital that individual faculty are not being judged or evaluated based on their students' scores. For this reason, Rowan University faculty, staff and administrators will not use Rowan Core data to evaluate individual faculty members, and this data will not be viewable in the Rowan Core dashboards.

8. Maintaining and Updating Rowan Core Courses

DEPARTMENT COURSE LIAISONS

Each course will have an official liaison from the host department. This person will be responsible for the following:

- Ensuring that faculty follow the agreed-upon assessment plan when teaching the course.
- Providing faculty with the resources and information to teach the course in accordance with this plan.
- Helping coordinate the process of entering assessment data in TracDat/Improve
- Working with the Rowan Core Committee Chair, where necessary, to address any problems that arise with the course.

Until the Rowan Core Chair hears otherwise, the initial course proposal sponsor will be considered the department liaison for that course.

COURSE SYLLABUS REQUIREMENTS

The syllabus for each Rowan Core course will include the following information:

- The course objectives that were approved by the Rowan Core committee (additional objectives, unrelated to Rowan Core, can still be included).
- The aligned Rowan Core outcomes that were approved by the Rowan Core Committee.
- A brief statement describing Rowan Core (to be supplied by the Rowan Core Committee).

POLICY ON REVOKING COURSES FROM ROWAN CORE

The Rowan Core Committee is empowered to remove a course's Rowan Core Literacy designation—e.g., in the unlikely event that a department refused to follow the agreed-upon assessment plan. The department would be given an opportunity to defend the course in an open hearing before the Committee voted on this matter. Should a course lose its Rowan Core designation, students who previously took the class will still receive credit for satisfying that Rowan Core Literacy requirement.

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Appendix: Table of Rowan Core Policy Topics

Below is an alphabetical table of the main policy topics, indicating whether the policy has been added or revised, and providing clickable page references to its location in the document.

Policy Topic	Status	Location in New policy
Adding Courses to Core	Revised Policy	6
Artistic Literacy	Unchanged Policy	2
Assessment	Revised Policy	6
Chair of Core Committee	Revised Policy	1
Committee Membership	Revised Policy	1
Committee Responsibilities	Revised Policy	1
Communicative Literacy	Unchanged Policy	2
Core Director	Removed Policy	1
Equivalent Courses	Unchanged Policy	5
Experiential Learning Designation	Removed Policy	6
Global Literacy	Unchanged Policy	3
Humanistic Literacy	Unchanged Policy	3
Major Courses (Counting for Core)	Revised Policy	5
Multi-Literacy Designation	Removed Policy	6
Non-Program requirements	Revised Policy	5
Privacy statement	New Policy	7
Program guides (Standardized)	New Policy	6
Quantitative Literacy	Unchanged Policy	4
Retroactive Credit	New Policy	5
Revoking Courses	New Policy	7
Rowan Experience	Revised Policy	5
Scientific Literacy	Unchanged Policy	4
Syllabus Language	New Policy	7
Task Force (WI and LIT Designations)	Revised Policy	5
Timeline for Implementation	Revised Policy	6
Transfer students	New Policy	6
Waivers and Substitutions	Unchanged Policy	5