Joel Rudin, Management and Entrepreneurship
Holly Willett, Language, Literacy and Special Education

C. Changes (in From/To Format):

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

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

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

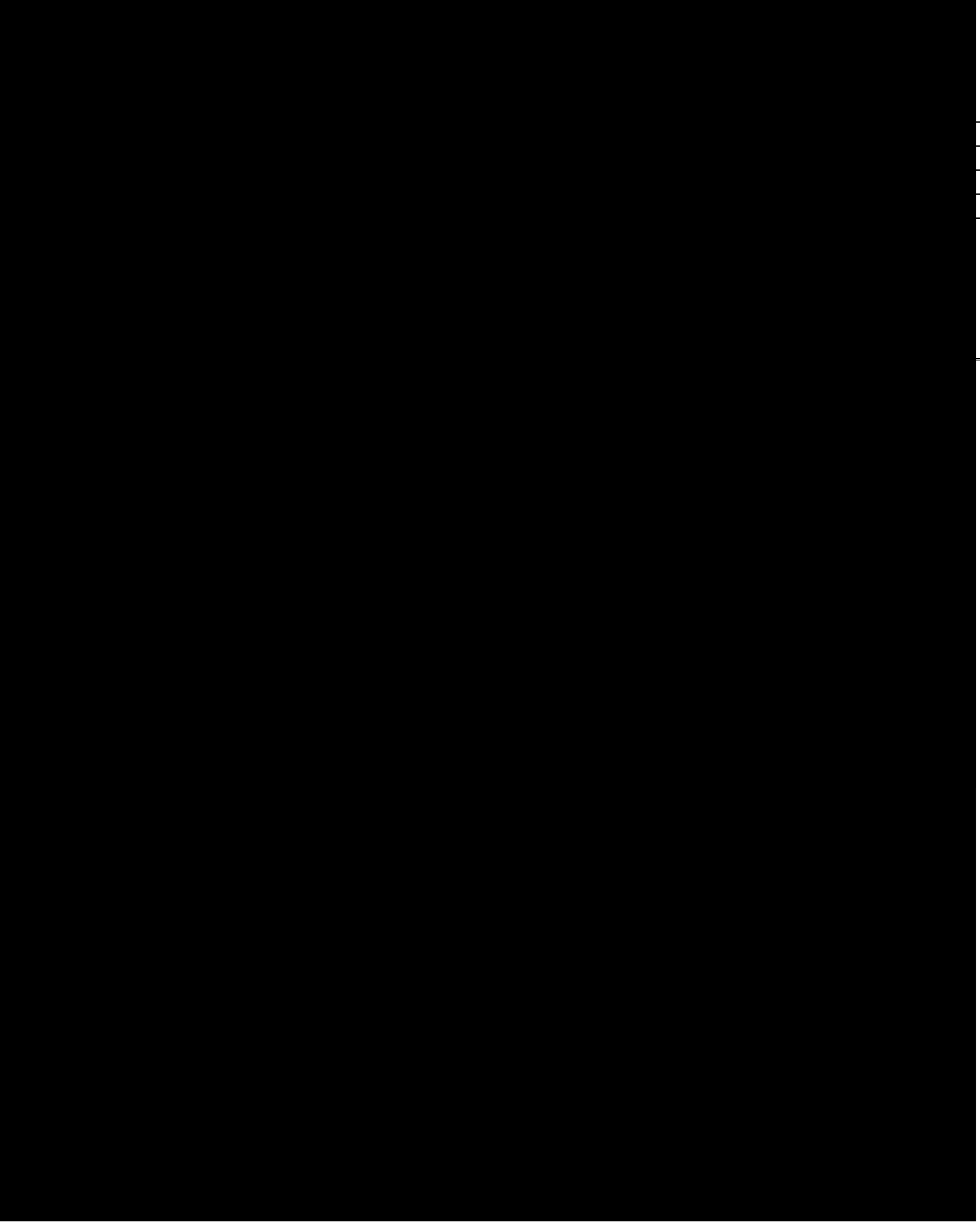
B.A. programs:

From:	C.Hs	To:	C.Hs

Free electives	21-30	Free electives	21-30
Minimum Semester Hours for Degree	120-122	Minimum Semester Hours for Degree	120-122

B.S. programs:

From:	C.Hs	To:	C.Hs
Major Requirements	60-64		



1 56 1 T1 1 n 1 0 m 1 381.01 765.18 245.963 m 3.8 re 27.4 n /P <</M12 Tf 1 0 0 1 72.864 57.542 T 48362 T 0 G -0.012

understand", Students will appreciate" and "Students will engage their learning by".

Proposals for the acquisition of Literacy designation for both new and existing courses must also address how corresponding Learning Outcomes will be satisfied and assessed. The Learning Outcomes listed within each Literacy narrative are not exhaustive; specific proposals may describe Learning Outcomes in addition to those included within each Literacy narrative.

- Proposal sponsors may appeal the disapproval of the RCSS Committee and request that their proposal be reviewed by the University Senate Curriculum Committee.

RC proposals approved by the RCSS Committee proceed to the RC Director, who must review the proposals and write a letter of consultation.

- Proposals that have received positive letters of consultation from the RC Director then proceed to the University Senate Curriculum Committee Chair for final approval.
- Proposals that have received negative letters of consultation, indicating a lack of support from the RC Director, then proceed to the University Senate Curriculum Committee for further review if appealed by the proposal sponsors.

2. Rowan Core course structure and requirements:

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

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

      The above 24 SH will be required of all undergraduate programs; however, courses considered to be equivalent to College Composition I, College Composition II and Public Speaking may be substituted for these three courses. For example, at present,

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

The development of Multi-Literacy courses in the Rowan Core appears

way(s) to incentivize these experiences for our students. Following a detailed investigation of the possibilities for and the appropriateness of implementing (and growing) the Experiential Learning designation, a first curriculum proposal will be submitted by the RCSS Committee in Spring 2017 for the inclusion of the

III. TIMELINE

September 30, 2015: Deadline for departments to submit a list of potential RC courses and the corresponding sought-after Literacy designation to the University Senate President.

Fall 2015: The Rowan Core Standing Senate Committee (RCSS Committee) is formed, selects an RC Director for recommendation to the Provost, and consults with departments regarding potential RC course offerings.

Spring 2016: The Rowan Core Director (RC Director) assumes his/her position. Faculty members receive released time to write, submit and revise RC curriculum proposals for new and existing courses to obtain a single Literacy designation.

Fall 2016: The RCSS Committee conducts investigations for the creation and implementation of a Multi-Literacy designation and an Experiential Learning designation within the Rowan Core.

Spring 2017: The RCSS Committee submits two curriculum proposals, one for the Multi-Literacy designation and one for the Experiential Learning designation.

APPENDIX

The Rowan Core Literacies
Definitions, Learning Goals and Learning Outcomes

Learning Outcomes

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

Communicative Literacy

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

Learning Goals

Students will know:

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

Students will understand:

- How to be receptive as a reader and listener to new information and knowledge
- How individual perspectives affect the reception, interpretation and performance of communicative acts
- How self and community are situated within various communicative contexts, such as the social, the political, the personal, and the civic
- How purpose, audience, and context shape communication
- How language and cultural perceptions shape, construct, and negotiate reality

How appropriate communication is defined by social groups or contexts through the use of genres, practices, and conventions

Global Literacy

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

Learning Goals

Students will know:

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

Students will understand

Analyzing and reflecting upon social justice, multiculturalism, sustainability, and diversity in both local and international contexts

Learning Outcomes

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

Students will appreciate

- The complexity of any historical moment, including the present, is a product of multiple, interacting forces within economic, political, geographic, social, cultural, and other contexts
- That continuity and change as inherent to human experience
- That understanding the past takes into account knowing the values and culture of a

analysis of the use of mathematics and the application of mathematical thinking and modeling to real-world problems.

Learning Goals
Students will know:

- Fundamental functions and relational thinking
- Analytical thinking—how functions change as underlying parameters change
- Algorithmic thinking—

are added, limits of regression models and how they can infer correlation or an causality).

5. Students can solve complex real-world problems through simplification to a mathematical model and then discuss how that model is affected by adding back in ignored complexities.
6. Students can perform basic analyses on both discrete and continuous data.
7. Students will communicate mathematical ideas in symbolic, graphic, oral and written forms.
8. Students will evaluate the appropriateness and limitations of deterministic and probabilistic models to make informed decisions in real world situations
9.

systematic process of inquiry and lect ive practice
The value of a healthy, informed inquiry
The accessibility of scientific knowledge and skills

Students will engage their learning by:

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

Learning Outcomes

1. Students can demonstrate the a/rs3te Stude f [( )] TJ9 de