Date: November 7, 2014

To: Faculty of Arts and Sciences-Newark

From: Jan Lewis
Dean of Faculty

Re: Faculty Meeting

There will be a meeting of the Faculty of Arts and Sciences-Newark on Wednesday, November 12, 2014 at 2:30 p.m. in Smith Hall, Room 220.

The agenda will be as follows:

I. Dean’s Report

II. Committee Reports
   a. Courses of Study
   b. General Education

III. University Senate

IV. Old Business

V. New Business

*Faculty Minutes are now available on the FASN Dean’s web-site: http://ncas.rutgers.edu
To: Faculty of Arts and Sciences - Newark

From: Harold Siegel, Chair of the Courses of Study Committee

Date: Wednesday, October 29, 2014

AGENDA
Wednesday, October 29, 2014

The committee recommends approval for the following course requests:

I. African American and African Studies

Course Credit Change:
21:014:495 Individual Studies in Black Studies (3 credits)
21:014:495 Individual Studies in Black Studies (BA)

II. Biology

Course Title change:
From: 21:120:430 Physiology of Plant Growth (3 credits)
To: 21:120:431 Modern Plant Biology (3 credits)

III. English

Course Number Change:
21:352:337 American Literature of the 19th Century (3 credits)
21:352:213 American Literature of the 19th Century (3 credits)

Delete Existing Courses:
21:350:021 Remedial English (N 3 credits)
21:350:022 Remedial English (N 3 credits)
21:350:023 Dev Language Skills (N 4 credits)
21:350:027 Study Skills English (N 2 credits)
21:350:028 Study Skills English (N 2 credits)
21:350:035 Dev Language Skills (N 3 credits)
21:350:036 Dev Language Skills (N 3 credits)
21:350:101 English Comp Intens (N 1.5 credits)
21:350:102 English Comp Intens (N 1.5 credits)
21:350:121 Expository Writing (3 credits)
21:350:121 Expository Writing (N 1.5 credits)
21:350:122 Expository Writing (3 credits)

IV. Earth and Environmental Sciences

Creation of a New Track:
New Track in Environmental Sustainability
(*See attached for appendix I.)

Creation of a New Minor:
Minor in Environmental Sustainability
(*See attached for appendix II.)

Offer Existing Course in an Online Format:
21:460:215 Environmental Disasters (3 credits)

V. History

Creation of a New Course:
21:510:314 Film and Colonialism (3 credits)

VI. Sociology and Anthropology

Course Number Change:
From: 21:070:309 Medical Anthropology (3 credits)
To: 21:070:209 Medical Anthropology (3 credits)

Course Title change:
From: 21:920:313 Criminology (3 credits)
21:920:313 Sociology of Criminology (3 credits)

Offer Existing Course in an Online Format:
21:920:420 Social World of the Future (3 credits)
VII. Urban Education

Course Credit Change:
From: 21:300:418 Clinical I: Practicum Seminar (2 credits)
To: 21:300:418 Clinical I: Practicum Seminar (1 credit)

Course Title and Credit Change:
From: 21:300:419 Clinical I: Practicum Experience (1 credit)
To: 21:300:419 Clinical I: Practicum Field Experience (2 credits)
Proposal for Minor in Environmental Sustainability

Department of Earth & Environmental Sciences

Rutgers, The State University of New Jersey

Campus at Newark

Start Date: Spring 2015

Accreditation or Licensure: None

Contact:

Dr. Lee Slater

Smith Hall 135

lslater@rutgers.edu

(973) 353-5109

and

Dr. Alexander Gates

agates@rutgers.edu

973-353-5034
Proposal for new specialization in existing major: Environmental Sustainability track in the Environmental Science major

Rationale
We are proposing a new area of concentration in the Environmental Science major. This is a new area with corporate and academic opportunities. Many other nearby institutions offer sustainability options and Rutgers-Newark needs to remain competitive. It also capitalizes on new faculty strengths, a new interdisciplinary minor that draws courses/expertise from science and humanities and it supports the strategic plan for Rutgers-Newark.

<table>
<thead>
<tr>
<th>Current</th>
<th>Proposed revision</th>
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<tbody>
<tr>
<td>Environmental Science (BS)</td>
<td>Environmental Science (BS)</td>
</tr>
<tr>
<td>Geology (BS)</td>
<td>Environmental Science: Sustainability Track (BS)</td>
</tr>
<tr>
<td>Environmental Engineering (BS)</td>
<td>Geology (BS/BA)</td>
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<td></td>
<td>Environmental Engineering (BS)</td>
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Objectives

- To provide students with an area of concentration in sustainability, as a complement to their chosen major
- To offer students theoretical and practical preparation in areas that reflect both the strength of Rutgers-Newark faculty with research/expertise in sustainability and current sustainability issues
- To give students a deeper insight into the methods and state of knowledge in environmental sustainability
- To present students with a general perspective of relevant branches of sustainability
- To allow students to better compete for employment opportunities in the sustainability sector

These objectives are aligned with key general learning goals of the undergraduate academic programs in the Department of Earth and Environmental Sciences, which include:

- Exposure to the nature of science and basic scientific principles through the study of the earth and environmental sciences.
- Mastery of conceptual frameworks for understanding the spatial and temporal aspects of Earth features and processes.
- Develop scientific literacy and enhanced critical thinking skills necessary to become self-directed learners through exposure to complex, open-ended geoscience and environmental science problems.
Acquire the skills necessary to investigate geoscience and environmental science problems through observations and data acquisition in field and laboratory settings and to perform hypothesis testing.

- Awareness of the unique environmental challenges of urban locations, such as the Tri-State area including New Jersey, and the importance of resource sustainability.
- Acquisition of quantitative skills relevant to the geosciences and environmental sciences through the collection, analysis, and synthesis of scientific data.
- Ability to effectively communicate results of geoscience and environmental science investigations in both written and oral formats.
- Preparation for graduate studies in earth or environmental sciences or entry-level employment in related fields including resource exploration/development and environmental consulting/management.

Background

The Rutgers-Newark Department of Earth and Environmental Sciences (DEES) offers majors (as B.S./B.A.) in Geology, Environmental Science and Geoscience Engineering. It also offers a minor in Geology and Environmental Science and plans to offer a minor in Sustainability. The main force behind the proposed subdivision/concentration in sustainability is the ongoing growth in DEES of new faculty members with interest in sustainability issues as well as general growing interest in sustainability across the Rutgers-Newark campus. A single-track B.S. in Environmental Science is no longer adequate given the needs of our students who face a changing job market with possibilities in numerous environmental-related professions. Some of these professions are increasingly emphasizing sustainability issues. In addition, many of the institutions in northern New Jersey with which Rutgers-Newark competes for students, offer majors in sustainability and even have departments and schools of sustainability. The sustainability track is a first step in keeping us competitive with these other institutions. We propose here, in addition to the current B.S. majors, a new track in Environmental Sustainability.

Design

The basic required courses of the sustainability track of the Environmental Science degree will be the same as for the regular major. This includes 8 CH of Biology, 10 CH of Chemistry and 8 CH of Environmental Science/Geology core courses. After completion of the core, students continue specific coursework in concept clusters, laboratory and field subjects, and additional courses, for a minimum of 45 credits. The clusters focus on [1] field courses, [2] advanced courses, [3] general education courses that cover sustainability issues, and [4] a capstone course. Opportunities to substitute the non-required courses for a relevant undergraduate research experience are provided (up to 6CH).

The Departmental undergraduate advisor will provide advisement to students in the environmental sustainability track.

Other majors in environmental sustainability in northern New Jersey

Programs in sustainability are now relatively advanced in northern New Jersey. Kean University has a school of sustainability and Montclair State University is considering one as well. Both have majors in sustainability as does William Paterson University and Ramapo College. Essex
County College is developing a program in sustainability to meet demand and those students will want to transfer to 4-year sustainability programs. Regionally, many institutions offer sustainability majors and even graduate programs.

**Integration with minors at the NCAS**

Because of the newly established requirements for Rutgers-Newark students, consideration was given to the integration of the new majors in earth and environmental sciences with minors in other departments. For example, the major in environmental science with the sustainability could be best complemented with a minor in chemistry or biology. Other minors that may complement some of the environmental science curricula are those offered by the political science, business and anthropology departments. Students would choose their minor under the guidance of the faculty mentors, being mindful of the allotted overlap of course credits.
The Proposal for New Majors

A description of the coursework proposed to complete the new major concentration in environmental sustainability is included on the next page. A certain degree of flexibility is allowed to accommodate students' particular interests within the scope of the major. After approval, the new major in environmental sustainability would start being offered as in Spring 2015.
CURRICULUM IN ENVIRONMENTAL SCIENCES
Sustainability Track
Joint B.S. Program with NJIT (71-72 credits)

(a). Basic courses (Required) All of the following 8 courses (26 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>1. Concepts of Biology (120:200)</td>
<td>4</td>
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<tr>
<td>2. Foundations of Biology: Cell &amp; Molecular &amp; Lab (120:201 &amp; 202)</td>
<td>4</td>
</tr>
<tr>
<td>3. Gen. Chemistry I &amp; Lab (115/113)</td>
<td>5</td>
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<tr>
<td>5. Planet Earth (460:103)</td>
<td>3</td>
</tr>
<tr>
<td>6. Planet Earth Lab (460:104)</td>
<td>1</td>
</tr>
<tr>
<td>7. Environmental Geology (460:206)</td>
<td>3</td>
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<tr>
<td>8. Environmental Geology Lab (460:207)</td>
<td>1</td>
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(b). Quantitative courses (Required) (11 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>1. Quant. Mthds in the Geosciences (460:375)</td>
<td>4</td>
</tr>
<tr>
<td>2. Calculus I (640:135)</td>
<td>4</td>
</tr>
<tr>
<td>3. Probability &amp; Statistics</td>
<td>3</td>
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(c). Field courses (Required) (6 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>1. Geologic Field Problems (460:311)</td>
<td>3</td>
</tr>
<tr>
<td>2. Field Ecology (120:380)</td>
<td>3</td>
</tr>
<tr>
<td>or Ecological Field Methods (120:474)</td>
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(d). Senior Capstone (Required) (3 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>1. Resource Sustainability (26:120:522)</td>
<td>3</td>
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(e). Advanced Courses (Required) (25-26 credits)

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<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>1. Exper Analytical Chem (160:227)</td>
<td>3</td>
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<tr>
<td>2. Analytical Chemistry (160:223)</td>
<td>3</td>
</tr>
<tr>
<td>3. Environmental Chemistry (CHEM 360)</td>
<td>3</td>
</tr>
<tr>
<td>or Environmental Chemistry (CHEM 361)</td>
<td></td>
</tr>
<tr>
<td>or Geographic Information Systems (460:325)</td>
<td></td>
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<tr>
<td>5. Intro to Soil Science (460:400)</td>
<td>3-4</td>
</tr>
<tr>
<td>or Hydrogeology (460:427)</td>
<td></td>
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<tr>
<td>6. Foundations of Ecology and Evolution &amp; Lab (120:205 &amp; 206)</td>
<td>4</td>
</tr>
<tr>
<td>7. Ecology (120:280)</td>
<td>3</td>
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(f). General Education Courses (Required)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>1. Environmental Politics and Policy (790:382) (Social Science)</td>
<td>3</td>
</tr>
<tr>
<td>2. Environmental Anthropology (070:350) (Social Science)</td>
<td>3</td>
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<tr>
<td>3. Internship in Sustainability</td>
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(g). Electives (Recommended)

<table>
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<th>Course</th>
<th>Credits</th>
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<tbody>
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<td>2.</td>
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<td>3.</td>
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Undergraduate Research Experience
Undergraduate Research Experience (460:415,416) (B.A.,B.A.), The department strongly encourages students to participate in faculty-led research with the approval of the chair. Students may substitute a maximum of 6 credits of electives with undergraduate research experience

For Rutgers Students: In addition to NCAS college requirements.
For NJIT Students: In addition to NJIT college requirements

Revised: June 2014
Proposal for Minor in Environmental Sustainability

Department of Earth & Environmental Sciences
Rutgers, The State University of New Jersey
    Campus at Newark

Start Date: Spring 2015

Accreditation or Licensure: None

Contact:
Dr. Lee Slater
Smith Hall 135
lslater@rutgers.edu
(973) 353-5109
and
Dr. Alexander Gates
agates@rutgers.edu
973-353-5034
Rationale

The minor in Environmental Sustainability is designed to (1) build on new faculty strengths; provide an interdisciplinary minor that draws courses/expertise from science and humanities; (3) fit with the new strategic plan for Rutgers-Newark; (4) respond to student demand, and (5) to respond to the availability of environmental sustainability programs at competing colleges and universities.

Objectives

The objectives of the proposed minor in sustainability are as follows:

- To provide students with an area of concentration in sustainability, as a complement to their chosen major
- To offer students theoretical and practical preparation in areas that reflect both the strength of Rutgers-Newark faculty with research/expertise in sustainability and current sustainability issues
- To give students a deeper insight into the methods and state of knowledge in environmental sustainability
- To present students with a general perspective of relevant branches of sustainability
- To prepare students to address sustainability issues and practices as they permeate society and careers

These objectives are aligned with key general learning goals of the undergraduate academic programs in the Department of Earth and Environmental Sciences, which include:

- Exposure to the nature of science and basic scientific principles through the study of the earth and environmental sciences.
- Mastery of conceptual frameworks for understanding the spatial and temporal aspects of Earth features and processes.
- Develop scientific literacy and enhanced critical thinking skills necessary to become self-directed learners through exposure to complex, open-ended geoscience and environmental science problems.
- Acquire the skills necessary to investigate geoscience and environmental science problems through observations and data acquisition in field and laboratory settings and to perform hypothesis testing.
- Awareness of the unique environmental challenges of urban locations, such as the Tri-State area including New Jersey, and the importance of resource sustainability.
- Acquisition of quantitative skills relevant to the geosciences and environmental sciences through the collection, analysis, and synthesis of scientific data..
- Ability to effectively communicate results of geoscience and environmental science investigations in both written and oral formats.
- Preparation for graduate studies in earth or environmental sciences or entry-level employment in related fields including resource exploration/development and environmental consulting/management.
Background

The Rutgers-Newark Department of Earth and Environmental Sciences (DEES) offers majors (as B.S.) in Geology, Environmental Science and Environmental Engineering. It also offers a minor in Environmental Science. The main force behind the proposed minor in environmental sustainability is the ongoing growth in DEES, with new faculty members, each bringing their own particular lines of scientific inquiry and academic interests, generating new course offerings and novel opportunities for undergraduate research. Some of these professions are increasingly emphasizing sustainability issues. We propose here a new minor in Environmental Sustainability.

Design

The minor in sustainability is an interdisciplinary minor drawing from classes across four departments in College of Arts and Sciences, as well as from courses in the School of Business. The core environmental science classes with labs are offered by DEES. It also makes use of existing environmental science courses that already have a strong sustainability content (Oceanography, Weather & Climate) offered by DEES. A core biology course in Resource Sustainability (normally offered at the graduate level but to be co-listed for undergraduate credit) is included in the minor. It also includes key humanities classes in FAS-N with strong environmental sustainability content, being Environmental Anthropology and Environmental Politics and Policy. Finally, the minor includes the course Supply chain environmental management/green purchasing from the Department of Supply Chain Management.

The minor in environmental sustainability will not only complement other major areas but it will be a stand-alone concentration that prepares individuals to understand emerging issues in sustainability, with a focus on the environment. Students majoring in a non-scientific or non-environmental area may use their minor as a way to better interrelate with professionals in academic or industrial research, law, and education.

The Departmental undergraduate advisor will provide advisement to students in the environmental sustainability minor

Other minors in environmental sustainability in New Jersey

Minors and majors in sustainability are offered at colleges and universities throughout New Jersey. Kean University has a School of Sustainability and Montclair State University is considering one. William Paterson University also has a major commitment to sustainability. Most other institutions with the appropriate strengths either have minors or are developing them. Community colleges are also developing concentrations in sustainability. Essex County College has a proposal under consideration at present.
The proposal for the new minor in Environmental Sustainability

The minor in Environmental Sustainability will require 19 credits of required courses. After approval, the new minor would start being offered effective Spring 2015

Required courses

21:460:206   Environmental Geology (3)
21:460:207   Environmental Geology Lab (1)
21:460:225   Introduction to Oceanography (3)
OR
21:460:230   Weather and Climate (3)
26:120:522   Resource Sustainability (3)
21:070:350   Environmental Anthropology (3)
21:790:382   Environmental Politics and Policy (3)
29:799:490   Supply Chain Environmental Management/Green Purchasing (3)

Total = 19 Credits
To: Faculty of Arts and Sciences – Newark

From: Eva Giloi, Chair of the General Education Committee

Date: Monday, October 20, 2014

AGENDA
Monday, October 20, 2014

A. Course Items for Consideration

The committee recommends approval for the following course proposals:

I. English

21:352:213 American Literature of the 19th Century

I. History

21:510:263 History of Africa I
21:510:264 History of Africa II
FACULTY OF ARTS AND SCIENCES MEETING  
Monday, April 21, 2014

Present

Watson       Wu         Lynch       Kiniry
Snyder       Siegel     Phillips    Asen
Rodriguez    Austin     Goodman    Krasovic
Tran         Englot     Abdi       Randall
Jordan       Sternberger Varlik     DeRosa
Gates        Bonder     Josephson  Hull
Gao          Malello    Bird       Sodikoff
Keating      Morrison   Peterman   White
Kuska        Schafer    Rojas-perez Raphael
Feighn       Benasich   Arena      Dobrowolski
Guo          Barr       Holzapfel  Friedman
Keigher      Seiglie    Kirby      Kim
Loftin       Bartkowski Maurel     Weber
Puhak        Edmondson  Pare       Xiang
Sturm        Foley      Zaborszky  Gonzalez
Aizawa       Franklin   Elzinga    Keene
Rollino      Jones      Mundra     Sakellaridis
Spruch       Lomas      Schwenenberg Schock

Excused

Floreen      Laguna
Hadas        Loeb
Huskey       Schorr
Keys         Velez

Approved Minutes

The Minutes of the March 12, 2014 meeting was approved as presented.

Dean’s Report

Senior Associate Dean Sherri-Ann Butterfield presented the following Dean’s Report on behalf of Dean Lewis.

- Senior Associate Dean Butterfield called upon Dr. Harold Siegel of the Psychology Department to offer a memorial minute for Dr. Jay Rosenblatt, who passed away on February 15, 2014. In addition, the Dean then called on Dr. Jonathan Lurie, an emeritus professor in the History Department to offer a memorial minute for Dr. Gabor Vermes, who passed away on March 11, 2014. Dr. Siegel and Dr. Lurie both acknowledged Dr. Rosenblatt and Dr. Vermes accomplishments and called for the memorial minutes to be included in the faculty minutes. After a moment of silence, the resolution was voted on and approved.

Faculty members who received promotions and/or awards:
- Kimi Takesue, Arts, Culture and Media, Associate Professor
- Karina Schafer, Biological Sciences, Associate Professor
- Laszlo Zaborszky, Center for Molecular and Behavioral Neuroscience, Distinguished Professor
- Evert Elzinga, Earth and Environmental Sciences, Associate Professor
- Sadia Abbas, English, Associate Professor
- Kornel Chang, History, Associate Professor
- Whitney Strub, History, Associate Professor
- Kenneth Aizawa, Philosophy, Reappointed Professor I
Faculty of Arts and Sciences
April 21, 2014
Page 2

- Gabriela Kutting, Political Science, Professor I
- Elizabeth Hull, Political Science, The Warren I. Susman Award for Excellence in Teaching
- Paul Sternberger, Arts, Culture and Media, The Warren I. Susman Award for Excellence in Teaching
- James Tepper, Center for Molecular and Behavioral Neuroscience, The Board of Trustees Award for Excellence in Research
- Rigoberto González, English, The Rutgers Faculty Scholar-Teacher Award
- Sadia Abbas, English, The Board of Trustees Research Fellowships for Scholarly Excellence
- Kornel Chang, History, The Board of Trustees Research Fellowships for Scholarly Excellence

At this time, the Dean concluded her report and called on the following committees to present their reports.

Course of Study Committee

Professor Harold Siegel, Chair of the Committee, moved for the adoption of Sections I, II, III, IV, V, and VI of the Committee’s April 7, 2014 report. Professor Siegel motion was seconded and approved.

General Education Committee

Professor Frances Bartkowski, Chair of Committee, moved for the adoption of Sections I, II, and III of the Committee’s April 9, 2014 report. Professor Bartkowski motion was seconded and approved.

Governance, Bylaws and Nominations

Professor Jacob Sturm, Chair of the Committee, presented the 2014-2015 Standing Committee Slated for faculty consideration. Nominations was made and seconded for the following individuals to serve on the Affirmative Action and Review Committee:

Elizabeth Hull (alternate)
Agostino Pietrangelo (alternate)

Professor Sturm then moved for the approval of the Standing Committee Slate. His motion was seconded and approved.

Student Affairs, Admissions, and Financial Aid

Professor Barbara Foley, Chair of the Committee, presented the Committee's April 21, 2014 report:

While in the past this committee has concerned itself principally with the nonacademic aspects of student life, we have viewed our primary mandate to be investigating, and helping to improve, the educational experience of students at Rutgers-Newark. Since the 2011-12 academic year, the committee has addressed the following issues:

1) Spring 2012: Partly in reaction to widespread publicity about the spiraling of student debt, as well as student concerns about the functioning of the Financial Aid and Business offices on campus, the committee sponsored a public forum. Prominent officers from both the New Brunswick and Newark offices were present to answer student questions and respond to complaints.

2) Fall 2012-Spring 2013: The FAS-N Dean’s Office sent out a memo requesting that faculty discourage students from attending class if they had been deregistered for failure to pay any portion of their term bill. This memo moved the committee to undertake further inquiry into the procedures enabling students to obtain their financial aid packages in a timely way. The committee met twice with Dean Gretchen Van de Walle to discuss the rationale for the stricter policy regarding timely registration. The committee also met with officers from the Financial Aid and Business offices—Mel Brown, Maria Correia and Sanjana Rimal—to inquire into the resources needed to improve the coordination between these two offices, as well as to reduce the
long lines—and at times unqualified staff—students were encountering when attempting to resolve their problems regarding financial aid. These problems have been to a degree remedied—thanks largely to John Gunkel—by Newark students' gaining access to a free “hotline” previously available only to students at the New Brunswick campus, as well as by increased oversight of student registration by the Office of the Vice Chancellor for Academic Programs and Services in conjunction with the Business and Financial Aid offices. The 40-year-old electronic infrastructure of Rutgers continues, however, to hamper the efficiency of the Business and Financial Aid offices, since the different databases used by the two offices cause bottlenecks and delays for both staff and students.

3) Fall 2013-Spring 2014: The committee has increasingly focused on the unacceptable rates of academic failure: more than a third of our students fail to graduate within six years. The failure rate is especially pronounced among students taking STEM courses—both transfer students and students entering the college with inadequate preparation. After examining the provisions of the Lampitt Law, the committee met with Jason Hand, director of undergraduate admissions, to get information about the academic profile of students coming to the Newark campus from various community colleges as well as other four-year colleges. We consulted with the Jen Arena and Marne Benson of the Writing Center and met twice with Al Brown of the Learning Center—once also with Alyssa LaPatriello, new Learning Specialist who has been recently hired—to ascertain the types and levels of resources available to both of these vital centers of student support.

Recommendations:

(1) If Rutgers-Newark is to remain true to its commitment to graduate the students whom we admit, the Learning Center needs to be relocated to a site more convenient for students and significantly expanded in terms of both the number and the academic level of the tutors it hires (see below). The Writing Center, while currently better positioned to serve student needs, also needs more space and financial resources, as well as fuller support from faculty in the teaching of writing.

(2) While the committee is not in a position to advise academic departments, some ideas that came up in connection with the STEM fields—where our students encounter the most problems—included (a) devising diagnostic tests and tools enabling students to determine their capability to undertake the work required in advanced courses; (b) developing electronic tutorial modules; (c) devising incentives for students to use the Learning Center on a consistent basis; and (d) setting up summer “boot camps” for incoming students.

(3) The campus is urged to invest significantly more funds in hiring academic support staff who can be of assistance both to students in beginning-level courses and to students in higher-level courses. Successful retention of students who would otherwise have dropped out or been academically dismissed results, moreover, in increased revenues that could then be invested in the hiring of additional support staff.

(4) Although the cost to Rutgers will be considerable, the time has come—indeed is past—for its computer system to be overhauled. The communication problems between the Business and Financial Aid offices are just the tip of a very large iceberg.

The FAS-N committee on Student Affairs, Admissions, and Financial Aid has worked steadily over the past three years and will continue its work in the future. It has benefited from the committed and creative participation of its members, and particularly from the input and energy of its different student members over the years. At this point, however, the committee realizes that the issues it has been studying require action throughout the University, with active participation by faculty, staff, students and administration. Particularly at stake is Rutgers’s commitment, as part of its broader mission, to graduate each and every student who is admitted.
University Senate

Robert Puhak, University representative, presented the following report:

Brief Overview of February 2014 University Senate Meeting

- At 3/12/14 FASN meeting, reported on Senate’s December 2013 and January 2014 meetings. This report covers February 2014 Senate meeting. March Senate meeting to be covered at next FASN meeting.

- 2/21/14 meeting Camden
  - Secretary’s report included Central Administration responses to Senate reports dating back as far as 2008; part of Senate Chair Ann Gould’s and University President Barchi’s commitment to ensure administration responds to Senate charges, reports, and recommendations e.g.
    - Availability of Course Syllabi: President is asking each of the four Chancellors to address the issue within their campuses, e.g. asking course syllabi be made available publicly to students before course registration, but not mandating rules upon departments
    - Academic Freedom for Contingent Faculty and Academic Freedom and Faculty Participation in University Governance: i) President Barchi is asking Board of Governors to include part-time and full-time faculty, as well as non-tenured and tenured faculty, under protection of academic freedom and ii) President Barchi finds that protection of non-academic speech is already protected under the First Amendment and hence does not see it as necessary/appropriate to include it under protection by university.
    - University College: President Barchi indicating that university established a task force earlier this semester to examine issues faced by non-traditional students, review how other schools do so, propose ways for Rutgers to do so, and issue related report by end of Spring 2014 semester
    - Alma Mater: Indicates he does not have authority over related lyrics and that, historically, Glee Club has made such decisions
    - Academic Reappointment/Promotion: President Barchi indicates hope that transitioning to fully web-based system will address related issues regarding faculty surveys
    - Faculty Retirement Issues: President Barchi indicates that upcoming Union/Administration negotiations will discuss faculty-retirement incentive program
    - Academic Regulations, Student Achievement, and Effective Use of Resources: Administration supports four of the five Senate recommendations, asking Registrar to work with Senate subcommittee regarding fifth.
    - Evaluation of Upper Administrators: Board of Governors does not endorse recommendation for Senate Exec Committee to “establish a periodic presidential evaluation committee and survey-based review process as outlined in the [related Senate] report”

  - Committee Reports included
    - University Structure and Governance Committee presented reports and recommendations regarding ‘Full-time Non-Tenure-Track Faculty members’ as well as ‘Senate and Exec Committee Eligibility’. As recommendations included changes to Senate by-laws and University Policy, related report was introduced and discussed at this meeting but could not be acted upon until the next meeting. Details to following that report.

  - Camden Chancellor Wendell Pritchett presented Camden Campus Report including comments regarding
    - Recent/first meeting of the Camden Board of Directors
    - Faculty growth, enrollment statistics, and trends in undergraduate-student retention
    - Fundraising
    - Planning and building new campus environment

  - Chancellor Pritchett responded to questions or heard comments on a variety of subjects including:
Faculty of Arts and Sciences
April 21, 2014
Page 5

- Camden Nursing’s non-inclusion in merger Newark and New Brunswick Nursing programs
- Role and numbers of part-time lecturers in Camden
- President Barchi presented a brief administrative report including comments regarding
  - Funding for strategic plan initiatives
  - Creating endowed and endowed-term professorships
  - Graduate fellowships and undergraduate scholarships
- President Barchi responded to questions or heard comments on variety of subjects including:
  - Process for nominating individuals for strategic planning committees
  - Enhancing student experience at Rutgers
  - Tuition remission for part-time faculty
- Senate entered ‘Committee of the Whole’ to discuss proposed merger of Newark/New Brunswick Nursing programs
  - General support expressed for practical aspects of merger, but serious concerns expressed regarding
    - Related process, specifically, late notification to Senate and urgent request for Senate endorsement, despite fact that merger activity had been in play for relatively long period of time (approximately one year)
    - Lack of expected detail, e.g. cost implications

The Senate meets next on 5/2/14 in New Brunswick. Elections will be held that day for next year’s Senate Chair, Vice Chair, Executive Committee, and Senate representatives to the Boards of Governors and Trustees.

There was no Old/New Business. The meeting adjourned at 12:37pm.

Respectfully submitted,

Eduardo Moncada
Faculty Secretary
To: Faculty of Arts and Sciences - Newark

From: Harold Siegel, Chair of the Courses of Study Committee

Date: Monday, April 7, 2014

AGENDA
Monday, April 7, 2014

The committee recommends approval for the following course requests:

I. Arts, Culture and Media

   Creation of a New Course:
   21:086:440 Producing News Video for the Web (3 credits)

II. English

   Creation of a New Course:
   21:350:253 Green Literature: Reading and Writing the Earth (3 credits)

III. Honors College

   Proposal to Designate the Following as History/Literature Core Curriculum Courses for Honors College Students

   History
   Inclusion of Existing Courses:
   21:510:396 Honors Non-American History (3 credits)
   21:510:397 Honors Non-American History (3 credits)
   21:512:391 Honors American History (3 credits)
   21:512:392 Honors American History (3 credits)

   English
   Creation of New Courses:
   21:350:391 Honors Topics in Literature (3 credits)
   21:350:392 Honors Topics in Literature (3 credits)
21:352:396 Honors Topics in American Literature (3 credits)
21:352:397 Honors Topics in American Literature (3 credits)

Spanish and Portuguese Studies
Creation of New Courses:
21:812:391 Honors Topics in Portuguese Literature in English Translation (3 credits)
21:812:392 Honors Topics in Portuguese Literature in English Translation (3 credits)
21:940:391 Honors Topics in Spanish Literature in English Translation (3 credits)
21:940:392 Honors Topics in Spanish Literature in English Translation (3 credits)

IV. Sociology and Anthropology

Offer Existing Courses in an Online Format:
21:920:313 Criminology (3 credits)
21:920:338 Sociology of Death (3 credits)

V. Spanish and Portuguese Studies

Offer Existing Courses in an Online Format:
21:074:101 Arabic 101 (4 credits)
21:074:102 Arabic 102 (4 credits)

Course Credit Change:
From: 21:165:101 Elementary Chinese (3 credits)
To: 21:165:101 Elementary Chinese (4 credits)

Course Number, Title and Credit Changes:
From: 21:860:203 Russian Grammar and Composition (3 credits)
To: 21:860:207 2nd Year Russian for Heritage Speakers (4 credits)

From: 21:860:204 Russian Composition and Conversation (3 credits)
To: 21:860:208 2nd Year Russian for Heritage Speakers (4 credits)

VI. Writing Program

Creation of New Courses:
21:355:498 Independent Study in Writing (3 credits)
21:355:499 Independent Study in Writing (3 credits)
To: Faculty of Arts and Sciences – Newark

From: Fran Bartkowski, Chair of the General Education Committee

Date: Wednesday, April 9, 2014

AGENDA
Wednesday, April 9, 2014

A. Course Items for Consideration

The committee recommends approval for the following course proposals:

I. English

21:350:253 Green Literature: Reading and Writing the Earth

II. Pre-Health

Proposal to Include Completion of Pre-Health Studies Curriculum as Fulfilling Second Concentration Requirement
(*See appendix I.)

III. SHRP-NCAS

Proposal to Include Completion of SHRP-NCAS Joint Degree Program Prerequisite Courses as Fulfilling Second Concentration Requirement
(*See appendix II.)
Date: April 7, 2014

To: Members of the General Education Committee

Re: Second concentration for Pre-Health Students

Dear Members of the General Education Committee,

As you may know, we have a significant number of students who enroll at Rutgers University-Newark intending to pursue a health profession. A majority of our incoming first year students state that they are interested in applying to medical, dental, or another health profession program upon graduating from Rutgers. Each year, Rutgers-Newark has over 100 students apply to a professional health program, which I can confirm since I oversee the pre-health program and all eligible students (having a GPA of 3.0 or higher) open a file with our office. This allows us to keep track of students during their time at Rutgers as well as guide them during their journey from undergraduate student to prospective applicant for a professional program. For students who wish to pursue this path, they begin their studies in NCAS or another undergraduate institution on the Newark campus, completing their core curriculum requirements as well as prerequisite courses needed to apply for entry after graduation. Along the way, they also decide what major they want to pursue and complete those requirements. Students vary as to when they apply to professional programs, the earliest tending to be after the completion of their junior year (at least 90 credits) and the latest being after earning a degree from our institution.

Students who are completing the prerequisites to apply to health profession programs, such as medical and dental schools, are faced with having to complete a significant amount of coursework to be eligible to apply to these programs (generally between 50 and 70 credits), on top of the required courses to graduate including the core curriculum, writing intensive, and major requirements. Therefore, by adding the requirement of a second concentration onto the number of requirements they must complete to graduate, it will make it difficult or even impossible for students to complete their degrees within 4 years. Because of the demanding nature of the professional programs and the associated prerequisite courses students must complete in NCAS, I am requesting that the General Education Committee approve completion of the pre-health prerequisite courses as a means of completing the Core Curriculum second concentration requirement.

Sincerely,

[Signature]

Sofia F. Pinto-Figueroa, MSW
Assistant Dean
Office of the Dean of Student Affairs
Rutgers, the State University of New Jersey
NCAS Proposal  
Pre-Health as a Second Concentration  
April, 2014  

NCAS Core Curriculum  

<table>
<thead>
<tr>
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<th>Course Title</th>
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<tbody>
<tr>
<td>3</td>
<td>21:355:101</td>
<td>English Composition I</td>
</tr>
<tr>
<td>3</td>
<td>21:355:102</td>
<td>English Composition II</td>
</tr>
<tr>
<td>3</td>
<td>21:640:114</td>
<td>Pre-Calculus</td>
</tr>
<tr>
<td>9</td>
<td>History/Literature core</td>
<td>select from history/literature core courses</td>
</tr>
<tr>
<td>6</td>
<td>Social Science core</td>
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<tr>
<td></td>
<td></td>
<td>Sociology 21:920:201</td>
</tr>
<tr>
<td>8</td>
<td>Fndns of Bio: Cell and Molecular lecture and lab</td>
<td>21:120:201</td>
</tr>
<tr>
<td></td>
<td>Fndns of Bio: Ecology and Evolution lecture and lab</td>
<td>21:120:202</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Arts and Media core</td>
<td>select from arts and media core courses</td>
</tr>
<tr>
<td>3</td>
<td>Other Liberal Arts</td>
<td>21:730:212 Intro to Ethics</td>
</tr>
</tbody>
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Total = 38  

Proposed Second Concentration:  
Pre-Health Prerequisite Courses  
completed at Rutgers University-Newark  

<table>
<thead>
<tr>
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<th>Course Title</th>
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<tbody>
<tr>
<td>4</td>
<td>21:120:200</td>
<td>Concepts in Biology</td>
</tr>
<tr>
<td>3</td>
<td>21:120:360</td>
<td>Biochemistry</td>
</tr>
<tr>
<td>3</td>
<td>21:640:211 or 21:220:231</td>
<td>Statistics</td>
</tr>
<tr>
<td>4</td>
<td>21:640:135</td>
<td>Calculus I</td>
</tr>
<tr>
<td>5</td>
<td>21:160:113 &amp; 115</td>
<td>General Chemistry I lecture and lab</td>
</tr>
<tr>
<td>5</td>
<td>21:160:114 &amp; 116</td>
<td>General Chemistry II lecture and lab</td>
</tr>
<tr>
<td>4</td>
<td>21:160:335</td>
<td>Organic Chemistry I</td>
</tr>
<tr>
<td>4</td>
<td>21:160:336</td>
<td>Organic Chemistry II</td>
</tr>
<tr>
<td>2</td>
<td>21:160:331</td>
<td>Organic Chemistry Lab</td>
</tr>
<tr>
<td>5</td>
<td>21:750:203 &amp; 205</td>
<td>General Physics I lecture and lab</td>
</tr>
<tr>
<td>5</td>
<td>21:750:204 &amp; 206</td>
<td>General Physics II lecture and lab</td>
</tr>
</tbody>
</table>

Total = 44*  
See notes on next page  

**Biology and Chemistry majors will not be eligible to use the “Pre-health concentration” as their second concentration for completion of the Core Curriculum.**
Note: The Following Courses are also to be taken for Pre-Health as Second Concentration but will count as part of the Core Curriculum:

- Principles of Psychology 830:101 or 102
- Intro to Sociology 920:201
- Intro to Ethics 730:212
- Foundations of Biology: Cell and Molecular 21:120:201 & 202

**Recommended Courses, but not required:**
- Cell Biology 120:355
- Genetics 120:352
- Immunology 120:350
- Molecular Biology 120:356
- Comparative Anatomy of Vertebrates 120:285
- General Microbiology 120:335
- Mammalian Physiology 120:340

**Total credits completed at RU-N:**
38 Core Curriculum + 44 Pre-Health Prerequisites + 6 WI + 36-45 First Major = 124-133 credits.
Date: March 20, 2014

To: Members of the General Education Committee

Re: Second concentration for SHRP-NCAS joint degree programs

Dear Members of the General Education Committee,

As you know, in July 2013, the schools of UMDNJ officially became part of Rutgers, The State University of New Jersey. One aim of that integration as well as a primary goal of the University Strategic Plan is to encourage cross-school collaborations that expand students’ educational opportunities. To that end, the Newark College of Arts and Sciences (NCAS) is partnering with the School of Health Related Professions (SHRP) to establish several new undergraduate joint degree programs in addition to our longstanding joint programs in Clinical Lab Sciences and Medical Imaging Sciences (formerly Allied Health Technology). In all these programs, students begin their studies in NCAS, completing their core curriculum requirements as well as prerequisite courses needed to apply for entry into one of SHRP’s major programs. They then apply to SHRP, typically at the completion of their 4th to 6th semester at Rutgers and complete their major programs at SHRP, earning a degree jointly by both schools.

Most of these joint degree programs require that students complete significant amount of coursework to earn the major itself (generally between 50 and 70 credits), as well as a significant number of prerequisite courses in NCAS, making it difficult or impossible for students to complete the second concentration via any of the currently available means (e.g., an NCAS minor, Honors College, UTEP, accelerated BA/MA) and still complete their degrees within 4 years. Because of the varied nature of the SHRP programs and the associated prerequisite courses students must complete in NCAS, we are requesting that the General Education Committee approve completion of the attached programs of study in NCAS as alternate means of completing the Core Curriculum second concentration requirement.

Sincerely,

Julie O’Sullivan Maillet, PhD, RD, FADA
Professor and Dean (Interim)
School of Health Related Professions

Gretchen Van de Walle, Ph.D.
Associate Dean, Faculty of Arts and Sciences-Newark
Program of Study
NCAS-SHRP Major in Clinical Lab Science, Cytotechnology option
March, 2014

NCAS Core Curriculum

<table>
<thead>
<tr>
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<th>Course Number</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>3</td>
<td>21:355:101</td>
<td>English Composition I</td>
</tr>
<tr>
<td>3</td>
<td>21:355:102</td>
<td>English Composition II</td>
</tr>
<tr>
<td>3</td>
<td>21:640:114</td>
<td>Pre-Calculus</td>
</tr>
<tr>
<td>9</td>
<td>History/Literature core</td>
<td>select from history/literature core courses</td>
</tr>
<tr>
<td>6</td>
<td>Social Science core</td>
<td>select from social science core courses</td>
</tr>
<tr>
<td>8</td>
<td>Fdns of Bio: Cell and Molecular lecture and lab</td>
<td>21:120:201</td>
</tr>
<tr>
<td></td>
<td>Fdns of Bio: Ecology and Evolution lecture and lab</td>
<td>21:120:202</td>
</tr>
<tr>
<td></td>
<td>Fdns of Bio: Ecology and Evolution lecture and lab</td>
<td>21:120:205</td>
</tr>
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<td></td>
<td>Fdns of Bio: Ecology and Evolution lecture and lab</td>
<td>21:120:206</td>
</tr>
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<td>3</td>
<td>Arts and Media core</td>
<td>select from arts and media core courses</td>
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<td>Other Liberal Arts</td>
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Additional NCAS Courses

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Proposed Second Concentration:
Cytotechnology Prerequisite Courses
completed at Rutgers University-Newark

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<th>Course Title</th>
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<tr>
<td>4</td>
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<td>Concepts in Biology</td>
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<td>21:120:285</td>
<td>Comparative Anatomy of Vertebrates</td>
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<tr>
<td>4</td>
<td>21:120:335</td>
<td>General Microbiology</td>
</tr>
<tr>
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<td>21:120:340</td>
<td>Mammalian Physiology</td>
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<td>3</td>
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<td>Cell Biology</td>
</tr>
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<td>4</td>
<td>21:120:405</td>
<td>Microanatomy</td>
</tr>
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<td>Statistics</td>
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<tr>
<td>5</td>
<td>21:160:113 &amp; 115</td>
<td>General Chemistry I lecture and lab</td>
</tr>
<tr>
<td>5</td>
<td>21:160:114 &amp; 116</td>
<td>General Chemistry II lecture and lab</td>
</tr>
<tr>
<td>4</td>
<td>21:160:335</td>
<td>Organic Chemistry I</td>
</tr>
<tr>
<td>4</td>
<td>21:160:336</td>
<td>Organic Chemistry II</td>
</tr>
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<td>2</td>
<td>21:160:331</td>
<td>Organic Chemistry Lab</td>
</tr>
<tr>
<td>3</td>
<td>Science elective credits</td>
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Total credits completed at RU-N: 38 core curriculum + 49 Cytotech prerequisites + 6 WI = 93 credits.
Total credits completed at SHRP: Cytotechnology major = 47 credits.
Program of Study
NCAS-SHRP Major in Clinical Lab Science, Medical Lab Science option
March, 2014

NCAS Core Curriculum

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<th>Course Title</th>
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<tbody>
<tr>
<td>3</td>
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<td>English Composition I</td>
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<tr>
<td>3</td>
<td>21:355:102</td>
<td>English Composition II</td>
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<td>21:640:114</td>
<td>Pre-Calculus</td>
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<tr>
<td>9</td>
<td>History/Literature core</td>
<td>select from history/literature core courses</td>
</tr>
<tr>
<td>6</td>
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<tr>
<td></td>
<td>Fdns of Bio: Ecology and Evolution lecture and lab</td>
<td>21:120:202</td>
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<td>Fdns of Bio: Ecology and Evolution lecture and lab</td>
<td>21:120:205</td>
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<td>Fdns of Bio: Ecology and Evolution lecture and lab</td>
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Additional NCAS Courses

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Proposed Second Concentration:
MLS Prerequisite Courses
completed at Rutgers University-Newark

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<th>Course Title</th>
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<tbody>
<tr>
<td>4</td>
<td>21:120:200</td>
<td>Concepts in Biology</td>
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<tr>
<td>4</td>
<td>21:120:335</td>
<td>General Microbiology</td>
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<tr>
<td>4</td>
<td>21:120:340</td>
<td>Mammalian Physiology</td>
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<tr>
<td>3</td>
<td>21:120:355</td>
<td>Cell Biology</td>
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<tr>
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<td>Total</td>
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Total credits completed at RU-N: 38 core curriculum + 49 MLS prerequisites + 6 WI = 93 credits.
Total credits completed at SHRP: Medical Lab Sciences major = 45 credits.
Program of Study
NCAS-SHRP Major in Health Information Management
Revised March, 2014

NCAS Core Curriculum

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<th>Course Title</th>
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<tbody>
<tr>
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<td>21:355:102</td>
<td>English Composition II</td>
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<td>21:640:108 or 109</td>
<td>College Algebra</td>
</tr>
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<td>9</td>
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<td>6</td>
<td>Social Science core</td>
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</tr>
<tr>
<td>8</td>
<td>Natural Science core</td>
<td>select from natural science core courses</td>
</tr>
<tr>
<td>3</td>
<td>Arts and Media core</td>
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<td>Other Liberal Arts</td>
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Additional NCAS Courses

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<th>Course Title</th>
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<tr>
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</tr>
<tr>
<td></td>
<td>select from WI courses if needed</td>
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<tr>
<td>3</td>
<td>general elective</td>
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Proposed Second Concentration:
HIM Prerequisite Courses
completed at Rutgers University-Newark

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<th>Course Title</th>
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<td>Anatomy and Physiology I</td>
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<td>Anatomy and Physiology II</td>
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<td></td>
<td>21:640:108 or 109</td>
<td>College Algebra</td>
</tr>
<tr>
<td>3</td>
<td>21:640:211 or 21:220:231</td>
<td>Statistics</td>
</tr>
<tr>
<td>3</td>
<td>21:198:100</td>
<td>Intro to Computers and Info Processing</td>
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<td>3</td>
<td>29:010:203</td>
<td>Financial Accounting</td>
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<td>29:620:301</td>
<td>Introduction to Management</td>
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Total credits completed at RU-N: 38 core curriculum + 20 HIM prerequisites + 6 additional = 64 credits.
Total credits completed at SHRP: HIM major = 61 credits.

*NOTE: Students must complete two Writing Intensive (WI) courses as part of their degree requirements. Students may select a core curriculum or an elective course in NCAS that is also designated as writing intensive. In the major, BINF 4310, Performance Improvement, has been
approved by the NCAS Writing Across the Curriculum Coordinator as a writing intensive course.
Program of Study
NCAS-SHRP BS in Health Science, Aging track
March, 2014

NCAS Core Curriculum

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>21:355:101</td>
<td>English Composition I</td>
</tr>
<tr>
<td>3</td>
<td>21:355:102</td>
<td>English Composition II</td>
</tr>
<tr>
<td>3</td>
<td>Quantitative reasoning core</td>
<td>21:640:106 or higher</td>
</tr>
<tr>
<td>3</td>
<td>History/Literature core</td>
<td>select from history/literature core courses</td>
</tr>
<tr>
<td>3</td>
<td>21:830:102</td>
<td>Principles of Psychology</td>
</tr>
<tr>
<td>3</td>
<td>Social Science core</td>
<td>select from social science core courses</td>
</tr>
<tr>
<td>8</td>
<td>Natural Science core</td>
<td>select from natural science core courses</td>
</tr>
<tr>
<td>3</td>
<td>Arts and Media core</td>
<td>select from arts and media core courses</td>
</tr>
<tr>
<td>3</td>
<td>Other Liberal Arts</td>
<td>select from other liberal arts core</td>
</tr>
<tr>
<td><strong>Total</strong> = 38</td>
<td></td>
<td></td>
</tr>
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</table>

Additional NCAS Courses

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3*</td>
<td>Writing Intensive</td>
<td>select from WI courses</td>
</tr>
<tr>
<td>6</td>
<td>Elective credits</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong> = 9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Proposed Second Concentration:
BSHS Aging track Prerequisite Courses
completed at Rutgers University-Newark

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>21:830:102</td>
<td>Principles of Psychology</td>
</tr>
<tr>
<td>3</td>
<td>21:830:354</td>
<td>Adulthood and Aging</td>
</tr>
<tr>
<td>3</td>
<td>21:830:424</td>
<td>Health Psychology</td>
</tr>
<tr>
<td>3</td>
<td>21:920:338</td>
<td>Sociology of Death and Dying</td>
</tr>
<tr>
<td><strong>Total</strong> = 15</td>
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</tr>
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</table>

*Second writing intensive course met in BSHS Aging track prerequisites (21:910:342)
Total credits completed at RU-N: 38 core curriculum + 15 BSMS Aging track prerequisites + 9 additional = 62 credits.
Total credits completed at SHRP: BSHS Aging track major = 62 credits.
Program of Study
NCAS-SHRP Major in Medical Imaging Science
March, 2014

NCAS Core Curriculum

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>21:355:101</td>
<td>English Composition I</td>
</tr>
<tr>
<td>3</td>
<td>21:355:102</td>
<td>English Composition II</td>
</tr>
<tr>
<td>3</td>
<td>21:640:114</td>
<td>Pre-Calculus</td>
</tr>
<tr>
<td>9</td>
<td>History/Literature core</td>
<td>select from history/literature core courses</td>
</tr>
<tr>
<td>6</td>
<td>Social Science core</td>
<td>select from social science core courses</td>
</tr>
<tr>
<td>8</td>
<td>Fndns of Bio: Cell and Molecular lecture and lab</td>
<td>21:120:201</td>
</tr>
<tr>
<td></td>
<td>Fndns of Bio: Ecology and Evolution lecture and lab</td>
<td>21:120:202</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21:120:205</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21:120:206</td>
</tr>
<tr>
<td>3</td>
<td>Arts and Media core</td>
<td>select from arts and media core courses</td>
</tr>
<tr>
<td>3</td>
<td>Other Liberal Arts</td>
<td>select from other liberal arts core</td>
</tr>
<tr>
<td>Total =</td>
<td>38</td>
<td></td>
</tr>
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Additional NCAS Courses

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Writing Intensive</td>
<td>select from WI courses</td>
</tr>
<tr>
<td>Total =</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Proposed Second Concentration:
MIS Prerequisite Courses
completed at Rutgers University-Newark

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>21:120:200</td>
<td>Concepts in Biology</td>
</tr>
<tr>
<td>4</td>
<td>21:120:285</td>
<td>Comparative Anatomy of Vertebrates</td>
</tr>
<tr>
<td>4</td>
<td>21:120:335</td>
<td>General Microbiology</td>
</tr>
<tr>
<td>4</td>
<td>21:120:340</td>
<td>Mammalian Physiology</td>
</tr>
<tr>
<td>3</td>
<td>21:120:352</td>
<td>Genetics</td>
</tr>
<tr>
<td>3</td>
<td>21:640:211 or 21:220:231</td>
<td>Statistics</td>
</tr>
<tr>
<td>5</td>
<td>21:160:113 &amp; 115</td>
<td>General Chemistry I lecture and lab</td>
</tr>
<tr>
<td>5</td>
<td>21:160:114 &amp; 116</td>
<td>General Chemistry II lecture and lab</td>
</tr>
<tr>
<td>4</td>
<td>21:160:335</td>
<td>Organic Chemistry I</td>
</tr>
<tr>
<td>4</td>
<td>21:160:336</td>
<td>Organic Chemistry II</td>
</tr>
<tr>
<td>2</td>
<td>21:160:331</td>
<td>Organic Chemistry Lab</td>
</tr>
<tr>
<td>5</td>
<td>21:750:203 &amp; 205</td>
<td>General Physics I lecture and lab</td>
</tr>
<tr>
<td>5</td>
<td>21:750:204 &amp; 206</td>
<td>General Physics II lecture and lab</td>
</tr>
<tr>
<td>Total =</td>
<td>52</td>
<td></td>
</tr>
</tbody>
</table>

Total credits completed at RU-N: 38 core curriculum + 50 MIS prerequisites + 6 WI = 94 credits.
Total credits completed at SHRP: Medical Lab Sciences major = 42-45 credits, depending upon concentration.
Date: April 17, 2014

To: FASN Faculty

From: Committee on Governance, By-Laws and Nominations

Re: FASN Standing Committees 2014-2015 Slate

The following nominations are presented to the faculty for consideration:

**Affirmative Action and Review**

1. Rigoberto Gonzalez
2. Frank Fischer
3. Alternate #1: OPEN
4. Alternate #2: OPEN

**Appointments and Promotions**

**Humanities:**

- Beryl Satter
- Karen Caplan
- Fran Bartowski

**Natural Sciences:**

- April Benasich
- Mark Feighn
- Lee Slater

**Social Sciences:**

- John Graham
- Brian Ferguson
- Harold Siegel
Courses of Study

1. John Rollino
2. Nick Kline
3. Alvaro Rodriguez

General Education

1. Jennifer Arena
2. Mal Kiniry
3. Eva Giloi
4. Doug Morrison

Government By-Laws and Nominations

1. Ned Kirby

Library and Computer

1. Robert Sczech
2. Adam Kustka

Newark Faculty Council

1. Lyra Monteiro
2. Gabriel Miller
3. Alexander Gates

Planning and Budget

1. Li Guo
2. Michael Cole

Scholastic Standing

1. Alison Howell
2. Yuan Gao

Student Affairs, Admissions and Financial Aid

1. Antonio Vazquez-Arroyo
2. Yusuf Abdi
Teaching Effectiveness

1. Roberta Schorr
2. Sterling Bland
3. Carolyne White

University Senate

1. Karina Schafer
2. OPEN
3. OPEN
Date: April 21, 2014

To: Faculty of Arts and Sciences-Newark

From: Committee on Student Affairs, Admissions, and Financial Aid

Subject: Activities and Recommendations

While in the past this committee has concerned itself principally with the nonacademic aspects of student life, we have viewed our primary mandate to be investigating, and helping to improve, the educational experience of students at Rutgers-Newark. Since the 2011-12 academic year, the committee has addressed the following issues:

1) Spring 2012: Partly in reaction to widespread publicity about the spiraling of student debt, as well as student concerns about the functioning of the Financial Aid and Business offices on campus, the committee sponsored a public forum. Prominent officers from both the New Brunswick and Newark offices were present to answer student questions and respond to complaints.

2) Fall 2012-Spring 2013: The FAS-N Dean’s Office sent out a memo requesting that faculty discourage students from attending class if they had been deregistered for failure to pay any portion of their term bill. This memo moved the committee to undertake further inquiry into the procedures enabling students to obtain their financial aid packages in a timely way. The committee met twice with Dean Gretchen Van de Walle to discuss the rationale for the stricter policy regarding timely registration. The committee also met with officers from the Financial Aid and Business offices—Mel Brown, Maria Correia and Sanjana Rimal—to inquire into the resources needed to improve the coordination between these two offices, as well as to reduce the long lines—and at times unqualified staff—students were encountering when attempting to resolve their problems regarding financial aid. These problems have been to a degree remedied—thanks largely to John Gunkel—by Newark students’ gaining access to a free “hotline” previously available only to students at the New Brunswick campus, as well as by increased oversight of student registration by the Office of the Vice Chancellor for Academic Programs and Services in conjunction with the Business and Financial Aid offices. The 40-year-old electronic infrastructure of Rutgers continues, however, to hamper the efficiency of the Business and Financial Aid offices, since the
different databases used by the two offices cause bottlenecks and delays for both staff and students.

3) Fall 2013-Spring 2014: The committee has increasingly focused on the unacceptable rates of academic failure: more than a third of our students fail to graduate within six years. The failure rate is especially pronounced among students taking STEM courses—both transfer students and students entering the college with inadequate preparation. After examining the provisions of the Lampitt Law, the committee met with Jason Hand, director of undergraduate admissions, to get information about the academic profile of students coming to the Newark campus from various community colleges as well as other four-year colleges. We consulted with the Jen Arena and Marne Benson of the Writing Center and met twice with Al Brown of the Learning Center—once also with Alyssa LaPatriello, new Learning Specialist who has been recently hired—to ascertain the types and levels of resources available to both of these vital centers of student support.

Recommendations:

(1) If Rutgers-Newark is to remain true to its commitment to graduate the students whom we admit, the Learning Center needs to be relocated to a site more convenient for students and significantly expanded in terms of both the number and the academic level of the tutors it hires (see below). The Writing Center, while currently better positioned to serve student needs, also needs more space and financial resources, as well as fuller support from faculty in the teaching of writing.

(2) While the committee is not in a position to advise academic departments, some ideas that came up in connection with the STEM fields—where our students encounter the most problems—included (a) devising diagnostic tests and tools enabling students to determine their capability to undertake the work required in advanced courses; (b) developing electronic tutorial modules; (c) devising incentives for students to use the Learning Center on a consistent basis; and (d) setting up summer “boot camps” for incoming students.

(3) The campus is urged to invest significantly more funds in hiring academic support staff who can be of assistance both to students in beginning-level courses and to students in higher-level courses. Successful retention of students who would otherwise have dropped out or been academically dismissed results, moreover, in increased revenues that could then be invested in the hiring of additional support staff.

(4) Although the cost to Rutgers will be considerable, the time has come—indeed is past—for its computer system to be overhauled. The communication problems between the Business and Financial Aid offices are just the tip of a very large iceberg.
The FAS-N committee on Student Affairs, Admissions, and Financial Aid has worked steadily over the past three years and will continue its work in the future. It has benefited from the committed and creative participation of its members, and particularly from the input and energy of its different student members over the years. At this point, however, the committee realizes that the issues it has been studying require action throughout the University, with active participation by faculty, staff, students and administration. Particularly at stake is Rutgers’s commitment, as part of its broader mission, to graduate each and every student who is admitted.

Respectfully submitted,

Yusuf Abdi, Mathematics
Barbara Foley, English (Chair)
Huixin He, Chemistry
Divij Pandya, SGA

John Rollino, Physics
Ken Sanders, Associate Dean, Academic Services
Rob Snyder, American Studies/ACM
Carolyne White, Urban Education
Memorial Tribute to Gábor Vermes

April 21, 2014

Gábor Vermes was a distinguished scholar of the late Habsburg/Austro-Hungarian Empire of the 18th century until its collapse in the aftermath of World War I. This was a very complex, dynastic empire held together by loyalty, often only nominal and sometimes backed by force, to the imperial Habsburg House. This was an empire formed as much through marital diplomacy as by war and conquest. Non-commissioned officers in its army were often able, indeed had to, bark orders in half a dozen languages to communicate their commands to their troops. Gábor was able to navigate his way through the polyglot thickets of this empire and focus on a number of key problems. First and foremost was the question of reform in the last decades of the empire. This question was taken up in his superb biography of Count István Tisza (Jonathan: pronounced IshtvahnTeesa), Istvan Tisza: The Liberal Vision and Conservative Statecraft of a Magyar Nationalist that appeared in English in 1985 and in Hungarian, in two printings in 1994 and 2001. IstvánDeák, the doyen of Hungarian historians of this period, immediately recognized it as the “definitive” study of this complex and much debated figure, hated by a great many from all sides of the political spectrum and lauded by others. Before Gábor’s work on him, Tisza, a major figure in Central European politics in the decades preceding World War One, had been relatively little studied. Perhaps, the complexities of the man and his political positions were too much. One reviewer writes of “an impermeable language of politics” that marked Hungarian political discourse of that era. Gábor was able to sort through all this, and reviewers extolled his meticulous
scholarship and “balanced and admirably dispassionate manner.” Indeed, he brilliantly documented the contradictory complexities of his subject.

Tisza held PhDs in both Economics and Political Science, having studied in Berlin, Heidelberg and Oxford. Stemming from a wealthy gentry family that only relatively recently was granted, or more correctly accepted the title Count (1897 – they had sneered at titles coming from the Habsburgs), a decade after Tisza had become active in politics; he went on to serve as Speaker of the House and as Prime Minister of Hungary (as had his father before him), often representing Hungarian nationalist positions that would aimed at gaining Hungary’s complete autonomy. His varying positions remain the subject of debate, shifting between what Gábor termed “liberal tolerance and limited authoritarianism.” His worldview was both liberal and conservative, as understood in his time, depending on the particular issue. Unlike a number of his contemporaries, he opposed the growing anti-Semitic movements of his era and sought closer ties between Hungary’s Magyarized Jews and the “political establishment.” At the same time, he was tone deaf to the national aspirations of Hungary’s Romanian, Croatian and Slovak populations. He was willing to extend to them a certain degree of linguistic and cultural autonomy – as long as they recognized Magyar political domination. Typical of the contradictions in his views and in the perceptions of his views by others, although he initially opposed Hungary’s entry into the First World War, largely because he feared the conquest of more Slavic territory that would add to Austria-Hungary’s substantial Slavic population – and hence lessen Hungarian influence - he was subsequently blamed as one of its initiators. Political opponents tried to assassinate him four times; the last time, in October, 1918, was successful. Gábor’s book, which Deák views as “combining
scholarly objectivity with an elegant and dramatic style,” and which another reviewer termed “a truly major contribution to the historical literature of modern Europe,” remains essential to the ongoing debate in Hungary about Tisza as a positive—or negative—figure in the fate of that nation.

Gábor’s second book, the product of many years of research and reflection in retirement, is In the Flow of Cultural Changes: Hungary between 1711 and 1848, which first appeared in Hungarian (A KulturálisVáltozásokSodrábanMagyarország 1711 és 1848 Külött, Budapest, 2011) and will appear shortly in its English version: From Feudalism to Revolution: Hungarian Culture and Politics in the Habsburg Monarchy 1711-1848 (Budapest-New York: Central European Press). In addition, Gábor was the author of more than 30 chapters in books, articles in refereed journals, reference work entries and some 40 book reviews, that covered a wide range of questions from nationalism and minorities in Hungary, reform and domestic politics in Habsburg Hungary to contemporary issues in post-Communist Hungary. His scholarship was always marked by meticulousness, fair-mindedness in frequently contested territories and by the subtle wit of a true native of Budapest.

Gabor received his Ph.D. from Stanford University in 1966, and came to Rutgers-Newark about six years later. He was a devoted member of our history Dept for almost 30 years. A caring, kindly instructor, he sought—by questioning rather than by criticizing—to involve his students in learning and ultimately loving his subject. Thus it comes as no surprise to discover that in 1984, Gabor received the Outstanding Teacher of History award; followed in 1998 by the Henry J. Browne Outstanding Teacher award, presented by the University College-Newark Alumni Association. The Rutgers-Newark
federated History Department is well known both for its outstanding scholarship and
dedication to instruction; characteristics so well typified by Gabor. Our department was a
better place for his presence, and we mourn his passing.

Peter Golden and Jonathan Lurie

Professors of History, emeritus.
Jay S. Rosenblatt was a pioneer in the study of the neural and endocrine bases of parental behavior in mammals. Jay's research on the mechanisms underlying maternal behavior in cats, rats, and rabbits, and the development of behavior as a synchronous interaction between caregiver and offspring through weaning, created a genre of international maternal behavior research. He created unique experimental preparations and paradigms, many of which continue today as standards in the field. In addition, in complete opposition to the prevailing view in the field at the time, he demonstrated that young animals were fully capable of learning those things vital for their survival. These studies resulted in over 160 research publications and many review chapters.

Raised in the Bronx, Jay never intended to become a researcher. His first interest was painting and he began taking lessons as a teenager before starting his undergraduate studies at the College of the City of New York. After serving in the Army, he enrolled at New York University to complete his studies in animal behavior.

Six years after earning his Ph.D., Jay went on to train as a psychoanalyst at the Postgraduate Center for Mental Health in New York and established a private practice, which he maintained for 25 years while also working as a researcher at Rutgers and continuing his painting.

Jay received significant awards in recognition of his research contributions: the first Daniel S. Lehrman Lifetime Achievement Award from the Society of Behavioral Neuroendocrinology in 2006, the Senior Investigator Award from the International Society for Developmental Psychobiology in 2007, the Honoris Causa Doctorate from the University of Goteborg Sweden in 1987, and the Doctor Honoris Causa from the National University of Distance Education in Madrid, Spain in 1997. The scholarly journal, Developmental Psychobiology, paid him an unusual honor: a special issue in January 2007 in recognition of his contributions to the study of animal behavior. He was a longtime co-editor of the scholarly series, *Advances in the Study of Behavior*, and a Fellow of the American Association for the Advancement of Science. Jay had an incredible 40 plus consecutive years of federal funding to support his research.

Jay began his career at Rutgers in 1959 and served as Director of the Institute of Animal Behavior on the Newark Campus from 1972 until 1989 and as Acting Dean of the Graduate School in the late 80's. In 1986, the alumni of the Institute held a conference and published a special volume by the New York Academy of Sciences in Jay's honor.
Jay retired from Rutgers University in 2005 as the Daniel S. Lehrman Professor of Psychobiology. He continued his scholarly activities until shortly before his death this year at the age of 90. Last year, at the age of 89, he had largely completed a 246 page manuscript entitled, “The Evolution of Parental Behavior among the Vertebrates: A Review.”

Jay was a wonderful, warm, sensitive, caring, mentor and role model to young investigators. He had a profound impact on launching the academic research careers of many young women and men.

On a personal note, Jay was my dissertation advisor and mentor, fellow member of the Department of Psychology for many years, my confidante, surrogate father, and occasional lunch buddy. As is the case for so many others, I am saddened by my loss yet enriched by my relationship with Jay Rosenblatt for 45 years.

Submitted by Harold I. Siegel, Ph.D.
Professor and Chair
Department of Psychology