



# **UNIVERSITY-WIDE COURSE CALENDAR**

**and**

## **ACTION SCHEDULE: SYLLABI TEMPLATE**

**January 2017**

January 2017

## Executive Summary

A “**University-Wide Course Calendar & Action Schedule: Syllabi Template**” initiative was introduced and discussed during the last Fall 2016 Provost-Chairs’ meeting (December 21, 2016). This initiative is a small step towards a comprehensive, data-driven decision-making transformation to achieve student success. The syllabi template will help us to ensure uniformity across the university, and to establish a framework for collective and systematic course-based calendar. This attempt will be one of the series of collective approaches where the seemingly piecemeal type of actions/interventions combine, and thus ultimately improve our students’ retention and graduation rates.

The template covers the following university-wide practices:

- Add & Drop
- Attendance Roster
- Student Early Alert and Academic Progress Reports (EAB)
- Mid-Semester Grades
- IDEA (Course Evaluation)
- Final Grades; and
- General Education-Signature Assignment Submission

In addition to the syllabi template which provides a brief guideline not only to the instructors but also to the students, this handout includes a wide range of supporting documents and examples that you may find them useful.

We are looking forward to working with you on this and similar academic initiatives.  
Sincerely,

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## University-Wide Course Calendar & Action Schedule: Syllabi Template

Suggested Template

Course Title & Number	
Course Weekly Schedule & Credit Hours <sup>2</sup>	
Instructor Name & Contact Information	xxxxxx@njcu.edu
Office Hours & Location	5 hours

Week	Content	Assignment / Essay/ Exam	Deadline	University-Wide Actions
1	Chapter-1	A#1 ....	Month/Day/	Add-Drop Deadline (via GothicNet) or <a href="http://www.njcu.edu/registrar/registration/">http://www.njcu.edu/registrar/registration/</a> Appendix-1
2				Attendance Roster (via GothicNet) Appendix-2
3				
4				Student Progress Report ( via EAB) <a href="https://njcu.campus.eab.com">https://njcu.campus.eab.com</a> & <a href="http://www.njcu.edu/about/student-success/ssccampus-njcu">http://www.njcu.edu/about/student-success/ssccampus-njcu</a> Appendix-3
5				
6				
7				
8				Mid-Semester Grades (via GothicNet) Appendix-2
9				
10				
11				Withdraw Deadline <sup>3</sup> Student Progress Report (via EAB) <a href="https://njcu.campus.eab.com">https://njcu.campus.eab.com</a> Appendix-3
12				
13				
14				Gen. Ed <sup>4</sup> Signature Assignment <a href="http://www.njcu.edu/academics/general-education/signature-assignment-information-students">http://www.njcu.edu/academics/general-education/signature-assignment-information-students</a> via TK-20; Appendix-5
15				IDEA (via GothicNet) Appendix- 4
16		FINAL EXAM		
TBD				Final Grades (via GothicNet) <a href="http://www.njcu.edu/registrar/grading-system">http://www.njcu.edu/registrar/grading-system</a> Appendix-6

## Suggested Guidelines for Elements to be Included in Syllabi

1. Course Title, Course Number, Credits, Prerequisites or Co-requisites
2. Contact Information and Office Hours for Instructor
3. Course Description from Catalog
4. Purpose of the Course
5. Goals & Objectives for the Course
6. Required Texts & Suggested Texts (i.e., bibliography of recommended readings, reference materials, & additional resources)
7. Student Learning Outcomes/Evaluations
  - a. List and description of assignments
  - b. Grading policy, which should include: Rubrics or scoring guides; Late work policy; and Resubmission of work policy
  - c. Attendance & Punctuality Policy
8. Expectations for:
  - a. Classroom demeanor
  - b. Email response timeframe
  - c. Return of graded assignments—process & timeframe
-  9. Course Calendar/Assignment Schedule—including a statement indicating the syllabus and/or calendar may be revised with notification to students as deemed necessary by the instructor. **Recommended University-wide Course Calendar- Action Schedule: Syllabi Template is enclosed.**
10. NJCU Academic Integrity Policy—  
[http://njcu.edu/sites/default/files/academic\\_integrity\\_policy\\_final\\_2-04.pdf](http://njcu.edu/sites/default/files/academic_integrity_policy_final_2-04.pdf)
11. Turn-It-In.com Statement (e.g. Students agree that by taking this course all assignments are subject to submission for textual similarity review to Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site. For further information about Turnitin, please visit <http://www.turnitin.com>.)
12. Office of Specialized Services Syllabus Statement: If you are a student with a disability and wish to receive consideration for reasonable accommodations, please register with the Office of Specialized Services and Supplemental Instruction (OSS/SI). To begin this process, complete the registration form available on the OSS/SI website at <http://web.njcu.edu/programs/oss> (listed under Student Resources-Forms). Contact the OSS/SI at 201-200-2091 or visit the office in Karnoutsos Hall, Room 102 for additional information.

**The suggested guidelines for elements to be included in syllabi are consistent with the University Senate Guidelines for New Course Proposals and the guidelines identified in the Faculty Handbook (pages 96-97).**

## Faculty Handbook

### Faculty Handbook, Page 96

To respond to exceptional circumstances, such as:

to substitute for a required course in the major when that required course is not offered in time for the student's scheduled graduation in cases where the student is not at fault.

to substitute for a course that is not offered by the department, when the study of such a topic on an independent basis would enhance the student's education in the field of study.

Approval for the independent study is needed from the department chair and the dean.

In a total program of study, no more than 6 credits of independent study will be allowed in the major.

Exceptions to the eligibility criteria will be determined by the dean's office, in consultation with the department chair.

#### Criteria for Grading

Grading will be governed by the standard university academic regulations.

At a minimum, the student will enter into a learning contract with the faculty member detailing the purpose of the study, the product to be accomplished, the number of contacts with the faculty member, and specific requirements for grading.

Source: AFT Local agreement, January 1995, revised January 2001.

#### Student Teaching Advisement

Faculty members supervise students from the College of Education engaged in Senior Student Teaching and Practicum II. The role of university supervisors is explained in detail in [The Field Experience Handbook](#) on the College of Education's Center for Teacher Preparation & Partnerships (CTPP) website. Faculty members supervising student teachers receive 1 credit compensation per student supervised; those supervising students in Practicum II receive a quarter of a credit per student along with reimbursement for travel to and from the schools, as outlined in the Field Experience Handbook. Supervising faculty members are chosen by department chairpersons at the request of the CTPP.

#### Syllabi

Faculty members are responsible for preparing, maintaining, and submitting to the Dean's office copies of syllabi for courses they are teaching. Syllabi should be distributed the first week of class. In general, each syllabus should conform to the University standard as outlined below:

Title of the Course

Instructor's Name, Office Hours, and Contact Information

Catalog Description of the Course

Faculty Handbook, page 97

Goals and Objectives of the Course

Course Requirements (Aligned with national standards when applicable)

List of Required Texts

List of Assignments and Due Dates

Evaluation Procedures and Scoring Rubrics

Attendance Policy

Bibliography

**Textbook Selection**

Textbooks and other teaching materials shall be selected by faculty members consistent with resources, objectives and procedures of the department or equivalent academic unit and the academic program at the University.

Source: Agreement, Council of N.J. State College Locals, AFT, AFL-CIO and State of New Jersey, Article XI B (2007).

**Faculty Offices**

Office space is provided for each full-time faculty member within the space assigned for his/her department.

**Office Hours**

Each faculty member is expected to schedule no fewer than 5 hours as office hours during each work week, so scheduled that they are convenient for both the faculty and students. These office hours should be marked upon the faculty program forms which are made out at the beginning of each semester. When office hours must be changed for any reason, the faculty member is requested to notify the department chairperson as well as any persons with whom appointments have been made.

**Other Responsibilities**

Faculty responsibilities that have been traditionally performed by the faculty and are reasonable and consistent with sound academic practice shall be continued consistent with previous practice. Disagreement concerning their specific nature shall be resolved by the Local union and the University. These responsibilities shall be performed within the academic year, provided that assignments outside the thirty-two (32) weeks of instruction referred to above shall not be made individually or collectively on an inequitable basis.

Source: Agreement, Council of N.J. State College Locals, AFT, AFL-CIO and State of New Jersey, Article XIIC (2007).

## Additional Explanations

### <sup>1</sup>Draft for Discussion

This document is supplementary to the syllabi guidelines ( p.5)

### <sup>2</sup>Credit Hours

The US Department of Education requires that post-secondary institutions develop written policies regarding assignment of credit hours that conforms to the definition in the Federal Register. The federal definition for a credit hour, which is consistent with the Carnegie Unit, is: a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than —

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
- (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practice, studio work, and other academic work leading to the award of credit hours. (CFR 600.2)

For more information, please click the following link:

[http://www.njcu.edu/sites/default/files/njcu\\_credit\\_hour\\_policy.pdf](http://www.njcu.edu/sites/default/files/njcu_credit_hour_policy.pdf)

Approved by SACC: February 3, 2015

Approved by Board of Trustees: February 23, 2015

### <sup>3</sup>Withdraw Deadlines

FALL semester: **before Nov 1**

SPRING semester: **before April 1**

Please review the following link for Academic Calendar

<http://www.njcu.edu/academics/registrar>

### <sup>4</sup>General Education Courses

For more information about General Education, please visit the link below:

<http://www.njcu.edu/departments/general-education>



## Grading System

<http://www.njcu.edu/registrar/grading-system>

The screenshot shows the NJCU Registrar's Office website. At the top is the NJCU logo and a navigation menu with links: ABOUT, ADMISSIONS, ACADEMICS, CAMPUS LIFE, ATHLETICS, APPLY NOW, and QUICKLINKS. Below this is a large grey banner with the title "Grading System" in white. Under the banner, a breadcrumb trail reads "HOME > REGISTRAR > GRADING SYSTEM". The main text states: "The standing of each student at the completion of each course is determined by the instructor and recorded at the end of each semester." Below this is a table of grade point averages. A paragraph explains that the numbers in parentheses represent index values used to compute grade point averages, and that the sum of grade points earned divided by total credits attempted constitutes the student's grade point average. At the bottom, it says "(Revised June 1989)".

A (4.0)	D (1.0)
A- (3.7)	P (Pass)
B+ (3.3)	F (0.0)
B (3.0)	W (Withdrawal)
B- (2.7)	IN (Incomplete)
C+ (2.3)	R (Repeat - Academic Foundation Course only)
C (2.0)	
C- (1.7)	

Grade Point Averages: The numbers in parentheses represent index values used to compute grade point averages. The number of credits/semester hours assigned to the course multiplied by the grade index received gives the grade points earned for that course. The sum total of grade points earned divided by total credits attempted constitutes the student's grade point average.

(Revised June 1989)

## Office of Specialized Services and Supplemental Instruction

<http://www.njcu.edu/oss>

NJCU students with disabilities are provided equal access to college programs through the Office of Specialized Services and Supplemental Instruction (OSS/SI). The OSS/SI serves as a resource for students with mobility, vision, hearing, learning, and other disabilities that may require campus/classroom accommodations.

The screenshot shows the NJCU Military & Veterans Services website. The header features the title "Military & Veterans Services" in large white letters over a background image of a brick building. Below the header is a navigation menu with links: VETERAN BENEFITS, VETERAN PROCESS, VETERAN FAQ, and VETERAN RESOURCES. The main content area has a heading "Are you a veteran of the U.S. Armed Forces researching your veteran education options?" followed by a paragraph stating that NJCU is proud to support their educational goals. Below this is a bulleted list of services: "Maximize your G.I. Bill benefits", "Guide you through the application process", "Tap into additional resources", and "Answer your questions as a college veteran student". To the right, under the heading "CONTACT", is the "Veterans Office Location" (Vodra Hall, Room 101), "Phone" ((201)200-2157), "Fax" ((201)200-3229), and "Contact name: Elaine Gargiulo, (egargiulo@njcu.edu) Program Coordinator".

### Military & Veterans Services

VETERAN BENEFITS VETERAN PROCESS VETERAN FAQ VETERAN RESOURCES

Are you a veteran of the U.S. Armed Forces researching your veteran education options? NJCU is proud to support your educational goals. Our experienced counselors are here to help you:

- Maximize your G.I. Bill benefits \*
- Guide you through the application process
- Tap into additional resources
- Answer your questions as a college veteran student

**CONTACT**

**Veterans Office Location:**  
Vodra Hall, Room 101  
**Phone:** (201)200-2157  
**Fax:** (201)200-3229

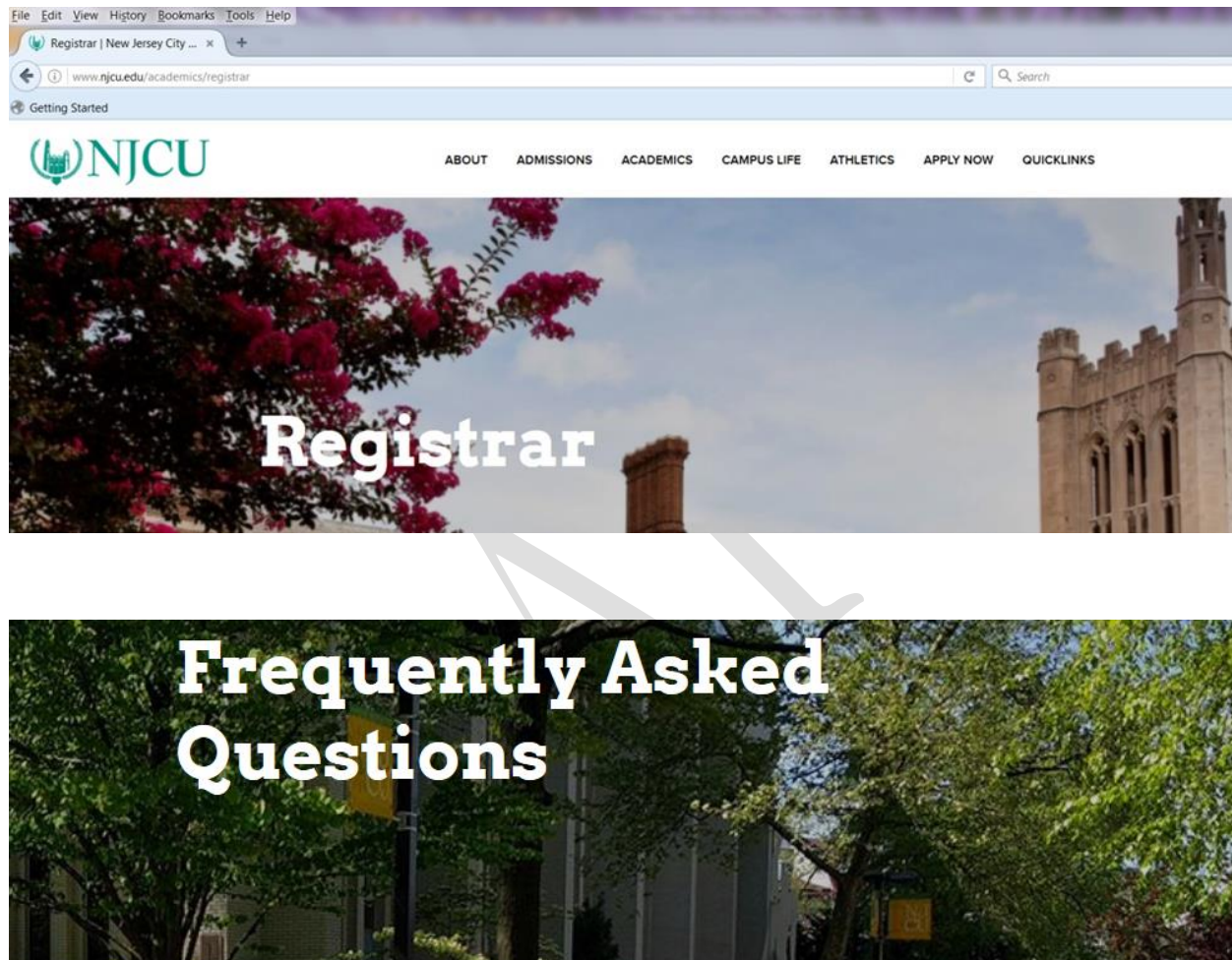
**Contact name:** Elaine Gargiulo,  
(egargiulo@njcu.edu) Program Coordinator

NJCU proudly provides  
Military and Veterans  
Services

<http://njcu.edu/military-veterans-services>

## Appendix-1: Frequently Asked Questions

<http://www.njcu.edu/registrar/frequently-asked-questions>



Examples:

### **How do I Add/Drop classes?**

Students can ADD/DROP classes online on GothicNet, (click on the link for the online tutorial <http://www.njcu.edu/registrar/registration/>), with their advisor, or by submitting an ADD/DROP form to the Registrar's Office, Hepburn 214. The deadline to ADD/DROP for the regular semesters (Fall/Spring) is the first week of classes. Please refer to the Academic Calendar for dates.

### **How do I withdraw from a course?**

The student must submit a withdrawal request form to the Registrar's Office, H-214. The course will receive a "W" grade. After Add/Drop and the first third of the semester, students are eligible to receive a 50% refund for each credit below 12 undergraduate credits. After the first third of the semester to **November 1 (Fall)** and **April 1 (Spring)** or mid-semester for Summer Sessions, the course will receive a "W" grade and the student is not entitled to any refund. Please refer to the academic calendar for dates.

<http://www.njcu.edu/academics/registrar>

### **Does a Withdrawal affect the GPA?**

No, it does not count toward the GPA. It will appear on the transcript as a "W" grade.


**Withdrawals may impact financial aid award.**

### **What should I do if I know I am going to miss several classes?**

Absences from class due to illness or personal reasons should be handled by the student and the faculty member on an individual basis. Students who expect to be absent for a prolonged period of time should contact the Dean of Student, who will notify the faculty of the student's situation.

## Appendix-2: How do I access GothicNet?

### Appendix-2a: How To Record Attendance Rosters in the GothicNet?



The screenshot shows the NJCU GothicNet interface. At the top left is the NJCU logo. To its right are two tabs: 'My Page' and 'Faculty Resources', with a red arrow pointing to 'Faculty Resources'. Below these are 'Favorites' and 'Main Menu' links. A 'My Academics' dropdown menu is open, showing 'Faculty Center' with a red arrow pointing to it. To the right of the menu is a small thumbnail image.

Sign on to GothicNet (<http://gothicnet.njcu.edu>)

Under Faculty Resources, click My Academics> Faculty Center

Click on the **attendance roster** tab at the top of the screen.



Once you are at the Attendance Roster search page, you will see the Academic Institution = NJCUN and the Term =XXXX. No additional class criteria are needed to be entered. Click on the **Search** button to view all your rosters.

If Academic Institution and Term are not defaulted to NJCUN and Semester XXXX, please populate these fields. In the Search Results, click on the roster that you would like to enter attendance.

Important Note: An 'Attendance Reason' must be entered for all students prior to saving.

Click on **Save**.

To enter attendance for another roster, click on **Return to Search** at the bottom of the screen to select another roster.

If you need assistance or have any questions, please call the Registrar's Office at (201) 200-2235 or (201) 200-3248.

## Appendix-2b: How to Record Mid-Semester Grade or Final Grade Roster in the GothicNet?


<http://gothicnet.njcu.edu>

GothicNet----Faculty& Advisors -----Faculty Center-----Select Semester -----Select Course

The screenshot shows the GothicNet Faculty Center interface. The top navigation bar includes "My Page" and "Faculty Resources". The left sidebar contains a "Main Menu" with various links. The central area displays a "Faculty Center" dropdown menu with options like "Faculty Profile", "NJCU EAB SSC Campus Tutorials", "Graduation Clearance", "OSAS WorkCenter", "Academic Advisement Center", "Student Services", "Find A Student's Contact Info", "Practicum", "COE - Assessments/Rubrics", "FAS Work Center for Provost", "Faculty Center", "Advisor Center", "Attendance Monitoring by Term", "Internship Performance - TEAC", "Internship Performance-Inquiry", "Change User Defaults", "Transfer Credit Evaluation Rpt", and "Calculate a Student's GPA". The "Faculty Center" option is highlighted. Below the menu, the "Grade Rosters" section is visible, showing a link to "Grade Rosters" and a note about the 2016 final grades deadline.

The second screenshot shows the "Faculty Center" page with the "My Schedule" section. The "My Schedule" section includes a "change term" button and a "My Exam Schedule" button. Below this, there is a "Select display option:" section with radio buttons for "Show All Classes" and "Show Enrolled Classes Only". The "Show All Classes" option is selected. An "Icon Legend:" section shows icons for "Class Roster", "Grade Roster", and "Learning Management". At the bottom, a table header is visible with columns: "Class", "Class Title", "Enrolled", "Days & Times", "Room", and "Class Dates".

Once you select the course,

Click on the  icon for roster under "My Teaching Schedule."



Depending on the week of the semester, the Mid-Semester Grade Roster (8<sup>th</sup> week) or the last week Final Grade Roster (16<sup>th</sup> week) will appear.

Once you enter a grade for all students, scroll to the top of the page and change the approval status to **APPROVED**.

Scroll down to the page and click on the **SAVE** button on the bottom of the page in the lower left corner

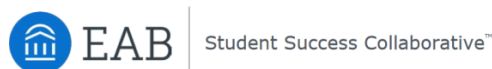
If you wish to print your Mid-Semester Roster, select the print icon.

To enter grades for another roster, click return icon which will bring you back to the Faculty Center and repeat the steps.

If you need assistance or have questions, please feel free to stop by the Registrar's Office, Hepburn 214 or call 201-200-2235/3248.



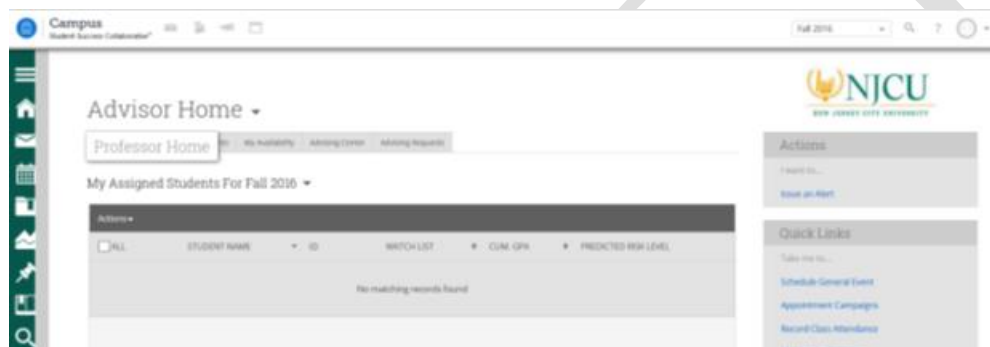
## Appendix-3: How do I access EAB? & How do I submit Progress Report?



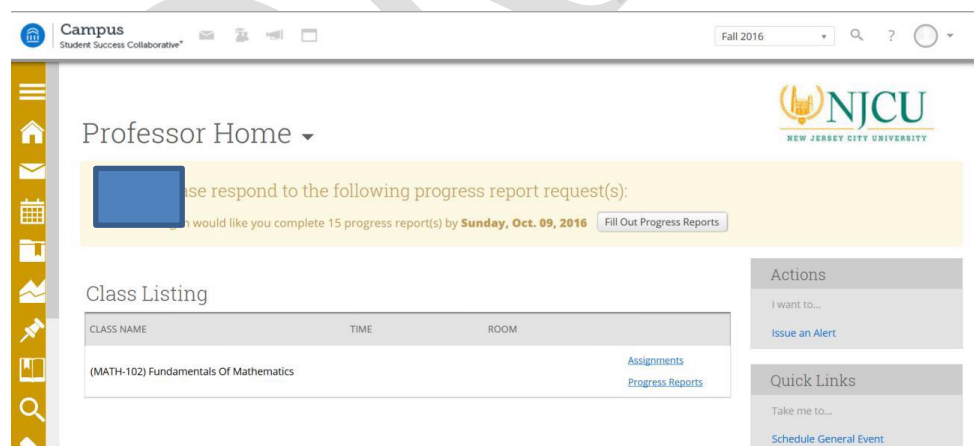
Academic Concerns alerts/progress reports allow faculty to mark the students for whom there are academic concerns that the students are on a path to failing a course.

Instructions on how to Issue “Academic Concerns” Alerts in the NJCU EAB SSC Campus Platform  
To submit Academic Concerns alerts in SSC Campus:

- Log into the NJCU EAB SSC Campus platform at <https://njcu.campus.eab.com> using your GothicNet credentials.
- Click on the  **Home** icon
- Click on the “Advisor Home” and choose “Professor Home”



- Click “Fill out progress Report”



More information:

<http://www.njcu.edu/about/student-success/ssc-campus-njcu>

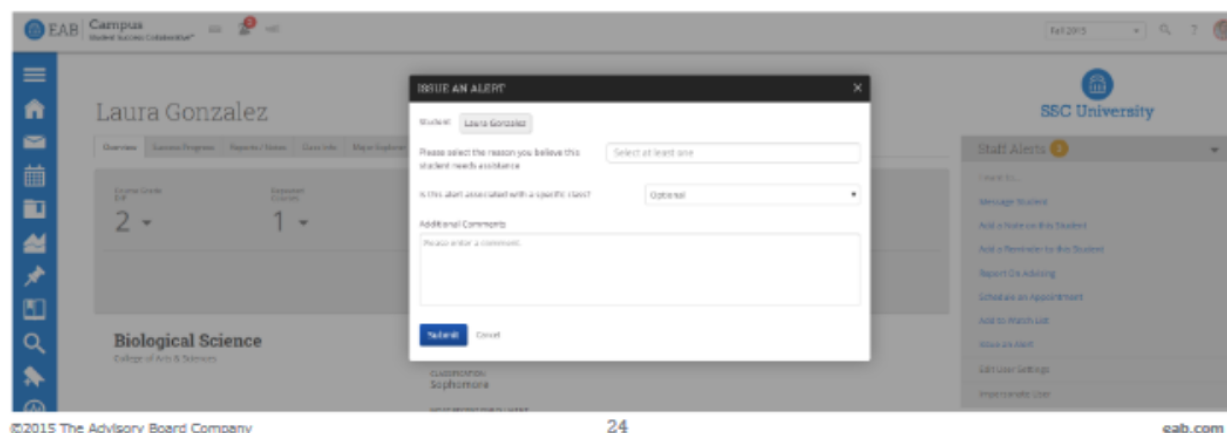
## User Guide

Student Success Collaborative—Campus

<http://www.njcu.edu/sites/default/files/ssccampususerguide.pdf>

### Issue an Alert from a Student's Profile

Another way you can issue an alert for a student is from the student's profile. Simply navigate to the student's profile page and select the Issue Alert link on the right hand side of the page in the "I want to..." box.



### Alert Reasons

When enabled, users are required to provide a reason why they marked a student at-risk. These outcomes are customizable and are managed in the Administration feature.

## Alert Reasons

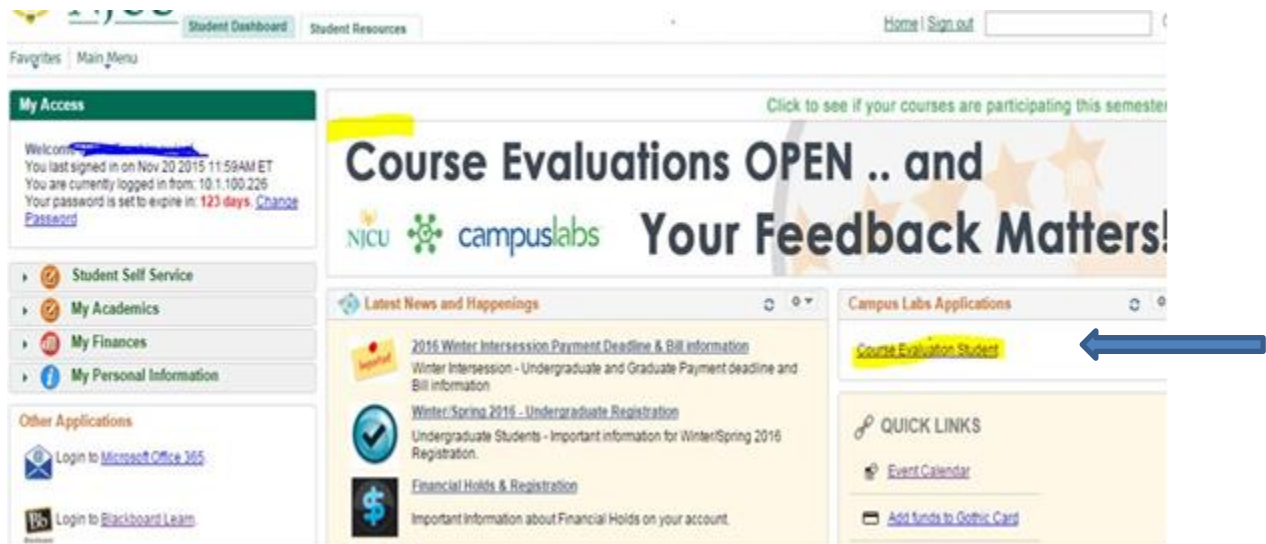


							Add New
NAME	IS ACTIVE?	CREATES CASES?	AUTO ASSIGN ADVISOR?	AUTO ASSIGN COACH?	AUTO ASSIGNED USERS	EMAIL NOTIFICATION?	ACTIONS
High number of Withdrawals	Yes	Yes	Yes	No		No	Edit Delete
Sleeping in class	Yes	No	No	No		Yes	Edit Delete
Financial Aid	Yes	Yes	No	No	Seth Moucka	Yes	Edit Delete
Missed multiple assignments	Yes	No	No	No		No	Edit Delete
Failed Midterm	Yes	No	No	No		No	Edit Delete
Medical Issues	Yes	Yes	No	No		No	Edit Delete
Needs Tutoring	Yes	Yes	No	No		No	Edit Delete
Positive Alert	Yes	No	No	No		No	Edit Delete



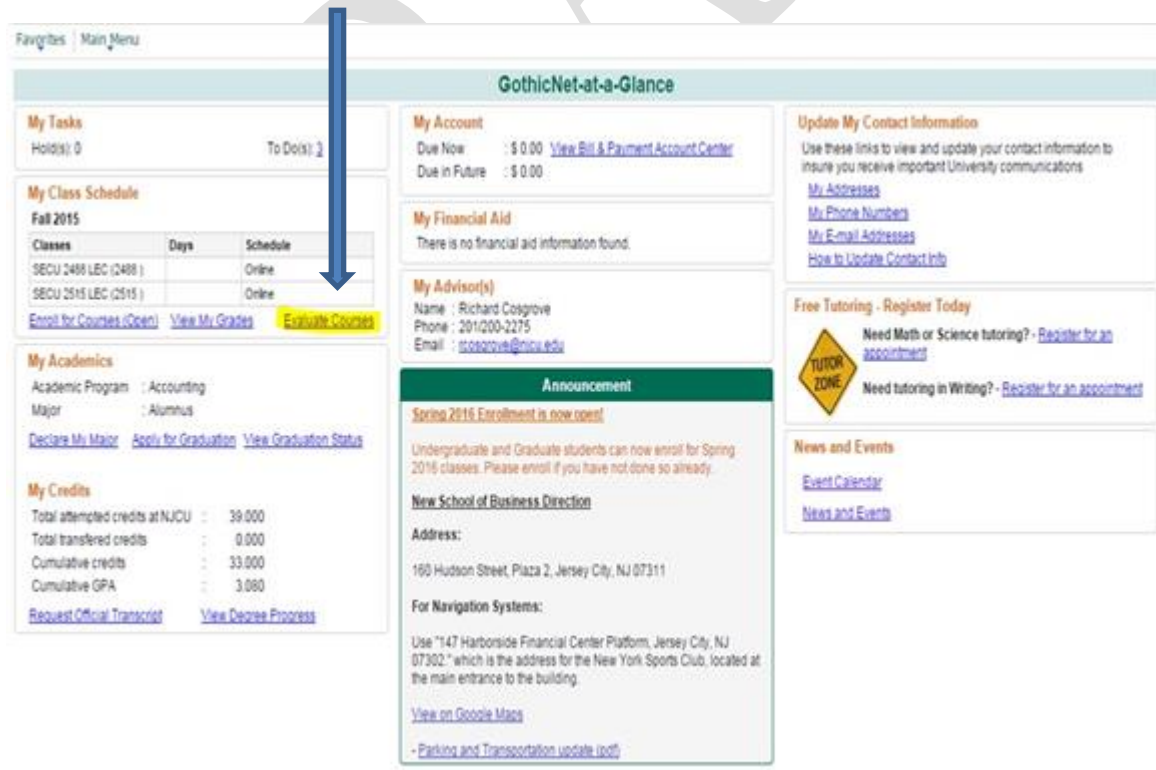
## Appendix-4 How do I access IDEA?

### FOR STUDENTS



Alternatively

From Student Dashboard:



GothicNet-----Campus Lab Applications-----Course Evaluation Student

Alternatively,

Student Dashboard-----My Class Schedule---- Evaluate Courses

Select your semester, then course and answer the questions\*

Example :

### Evaluation Questions

- Describe the frequency of your instructor's teaching procedures.

The Instructor:

- Found ways to help students answer their own questions
- Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)
- Encouraged students to reflect on and evaluate what they have learned
- Demonstrated the importance and significance of the subject matter
- Formed teams or groups to facilitate learning
- Made it clear how each topic fit into the course
- Provided meaningful feedback on students' academic performance
- Stimulated students to intellectual effort beyond that required by most courses
- Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding
- Explained course material clearly and concisely

- Describe the frequency of your instructor's teaching procedures.

The Instructor:

- Related course material to real life situations
- Created opportunities for students to apply course content outside the classroom
- Introduced stimulating ideas about the subject
- Involved students in hands-on projects such as research, case studies, or real life activities
- Inspired students to set and achieve goals which really challenged them
- Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own
- Asked students to help each other understand ideas or concepts
- Gave projects, tests, or assignments that required original or creative thinking
- Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)

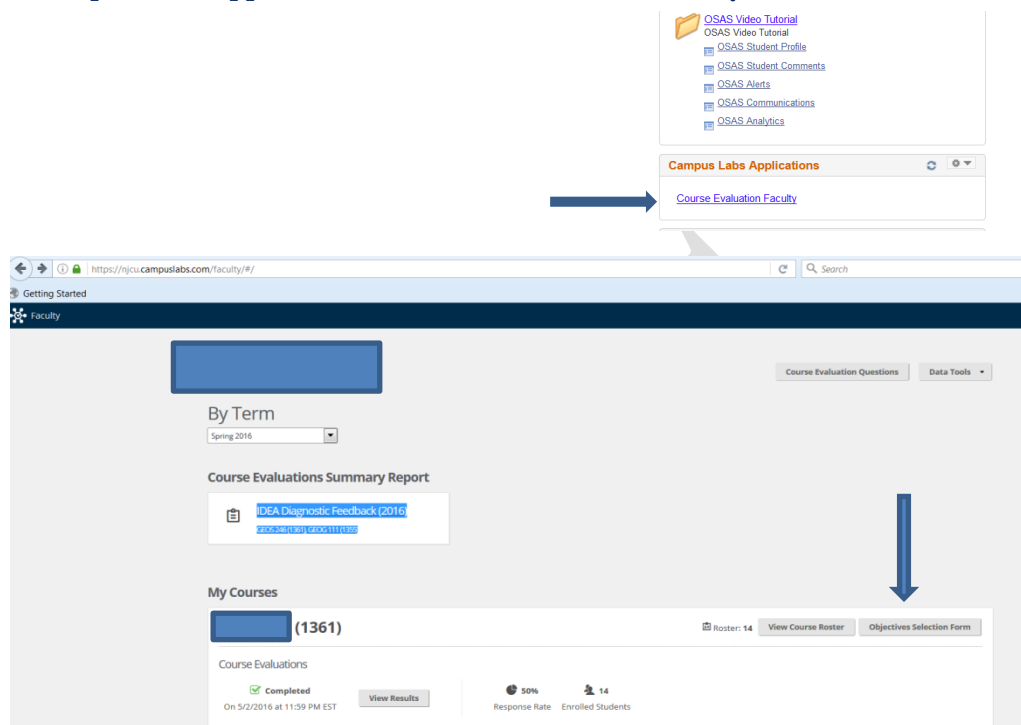
- Describe your progress on:

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures

\*Student identity remains anonymous.

Faculty-: How do I select student learning Objectives-IDEA ?

GothicNet----- Campus Labs Applications----- Course Evaluation Faculty



Select Learning Objectives:

**View Only - Learning Objectives** Course CIP Code: 45

As a general rule, prioritize what you want students to learn by selecting no more than 3-5 objectives as "Important" or "Essential".  
When calculating Progress on Relevant Objectives, IDEA weighs Minor/ Not Relevant "0", Important objectives "1", Essential objectives "2"

**4 Learning Objectives have been selected as "Important" or "Essential"**

■ - Autofilled objective recommended by your Admin. You can only increase this value

Learning Objectives	Minor	Important	Essential
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning to apply course material (to improve thinking, problem solving, and decisions)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Acquiring skills in working with others as a member of a team	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing skill in expressing oneself orally or in writing	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning how to find, evaluate, and use resources to explore a topic in depth	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Developing ethical reasoning and/or ethical decision making	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning to analyze and critically evaluate ideas, arguments, and points of view	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning to apply knowledge and skills to benefit others or serve the public good	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Back](#)

## Appendix-5: How do I submit the signature assignment?

General Education

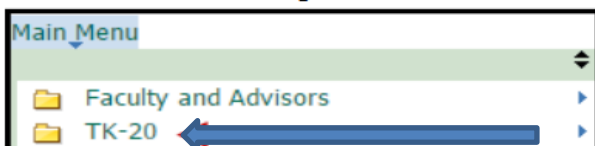
<http://www.njcu.edu/academics/general-education/signature-assignment-information-students>

### A Note about General Education Program Assessment

General Education courses participate in programmatic assessment of the six University-wide student learning goals. They include instruction in, and assessment of, at least two of these learning goals. Signature assignments, which may include document, picture, sound, or video files, are uploaded to a secure server for anonymous distribution to the NJCU assessment team, which scores them using approved program rubrics. While instructors also grade their own students' signature assignments, which count toward the course grade, assessment team results are aggregated to provide information about the Gen Ed program as a whole. Your name will not be included in any programmatic assessment data.

GothicNet-----Main Menu-----TK-20-----TK20 Higher Ed

Log into GothicNet and navigate to the **TK-20** folder in your **Main Menu**:



Open the folder and select the **TK-20 Higher Ed** link



### Step 2: Upload and Submit Your Assignment

1. Log in to **GothicNet** and navigate to the **Tk-20** folder in the **Main Menu**.
2. Select the **Tk-20 Higher Ed** link.
3. Inside Tk20, select **Current Courses**. If finals week has ended, you will need to click on **Previous Courses**.
4. Upload your Signature Assignments to the correct assignment pages for the learning goals they cover. **Important:** If your class has *one* Signature Assignment for *both* learning goals, submit it for *both* learning goals. If your class has *two* Signature Assignments, submit each one for the specific learning goal it covers.
5. See below if you would like more detailed instructions.
6. Email [gened@njcu.edu](mailto:gened@njcu.edu) with any questions.

## Appendix-6: NJCU Academic Integrity Policy

[http://njcu.edu/sites/default/files/academic\\_integrity\\_policy\\_final\\_2-04.pdf](http://njcu.edu/sites/default/files/academic_integrity_policy_final_2-04.pdf)

### *New Jersey City University*

### Academic Integrity Policy

#### **Introduction**

*An academic community of integrity advances the quest for truth and knowledge by requiring intellectual and personal honesty in learning, teaching, research and service.*

New Jersey City University (NJCU) is committed to nurturing the growth of intellectual reasoning, academic and professional values, individual ethics and social responsibility in its students. Academic integrity is central to this growth and is defined as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.

Academic integrity is the obligation of all members of the NJCU community: students, faculty and administration. Maintaining a high level of integrity is not a passive act. Academic dishonesty must be actively deterred; apathy or acquiescence in its presence is not a neutral act.

All members of the university academic community at NJCU have an obligation to be informed about:

- ✚ What constitutes acts of academic dishonesty;
- ✚ The penalties imposed for acts of academic dishonesty and the consequences of these penalties;
- ✚ The process by which penalties are imposed.

The University maintains that all students are expected to embrace the highest standards of academic integrity in their course work. Any violation of such may be subject to a penalty based on the infraction that may include a reprimand, reduction in grade, failing grade, suspension or dismissal from the University.

Faculty, students and administrators must report all violations of academic integrity; such violations represent serious infractions and undermine the University's mission.

Approved by the University  
Senate: December 8, 2003  
Approved by SACC: February 17, 2004



**NJCU Responsible Use of Computing Resources Policy**

[http://www.njcu.edu/dept/it/documents/Responsible\\_Use\\_of\\_Computing\\_Resources.pdf](http://www.njcu.edu/dept/it/documents/Responsible_Use_of_Computing_Resources.pdf)

**General Principles and Guidelines**

[http://www.njcu.edu/dept/it/documents/General\\_Principles\\_and\\_Guidelines.pdf](http://www.njcu.edu/dept/it/documents/General_Principles_and_Guidelines.pdf)

**NJCU Notification of Student Rights Under FERPA**

<http://web.njcu.edu/dept/registrar/content/ferpa.asp>

**WCET Best Practices to Promote Academic Integrity in Online Education**

<http://wcet.wiche.edu/wcet/docs/cigs/studentauthentication/BestPractices.pdf>

**Plagiarism:**

Plagiarism occurs when a person represents someone else's words, ideas, phrases, sentences or data as one's own work. When a student submits work that includes such material, the source of that information must be acknowledged through complete and accurate references. All verbatim statements must be acknowledged by means of quotation marks. Examples of plagiarism include, but are not limited to the following:

One person quoting another's words directly without acknowledging the source; Using another's ideas, opinions or theories without acknowledging the source, even if they have been completely paraphrased in one's own words; Using facts, statistics or other illustrative material taken from a source, without acknowledging the source, unless the information is common knowledge; Using words or work of others taken from the internet without acknowledging the source

**What is Turnitin?**

Turnitin is a web-based plagiarism detection service designed to detect unoriginal work submitted by students. It identifies textual matches between submitted files and billions of pages from both current and archived instances of the internet, millions of student papers previously submitted to Turnitin, and commercial databases of articles and periodicals.

**Faculty who choose to use Turnitin must inform students of its use and should place the following statement in their course syllabus:**

"Students agree that by taking this course all assignments are subject to submission for textual similarity review to Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site. For further information about Turnitin, please visit: <http://www.turnitin.com>."

---

**To request a Turnitin account:**

Complete the “Turnitin Account Request” form at:  
[http://web.njcu.edu/checkbox\\_dl/Survey.aspx?surveyid=1026](http://web.njcu.edu/checkbox_dl/Survey.aspx?surveyid=1026)

Once your account request is processed you will receive an email from the Department of Online Learning containing an Account ID and Join Password. Use this information to create your user profile at [www.turnitin.com](http://www.turnitin.com).

**How can I receive additional help?**

Turnitin provides instructors with short tutorial videos to help you get started with Turnitin. Click the following link to view Turnitin’s QuickStart videos:  
[http://www.turnitin.com/en\\_us/training/instructor-training](http://www.turnitin.com/en_us/training/instructor-training)

or click this link to access Turnitin’s written tutorials:  
[http://www.turnitin.com/en\\_us/training/instructor-training#tutorials](http://www.turnitin.com/en_us/training/instructor-training#tutorials) .

If you need additional assistance, you may also request an appointment with the educational technologist assigned to you in the Department of Online Learning by calling (201) 200-3449.

## Appendix-7: Resources

### Technology

www.njcu.edu/mobile

Getting Started



ABOUT ADMISSIONS ACADEMICS CAMPUS LIFE ATHLETICS APPLY NOW QUICKLINKS



#### NJCUMobile App

Upgrade or install the new  
NJCUMobile App!

You can now use any iOS or  
Android mobile device to view,  
add or drop courses; join your  
online courses using  
Blackboard; search, easily |  
connect with NJCU faculty and  
staff; and much more. For more  
information, visit <http://www.njcu.edu/mobile>.

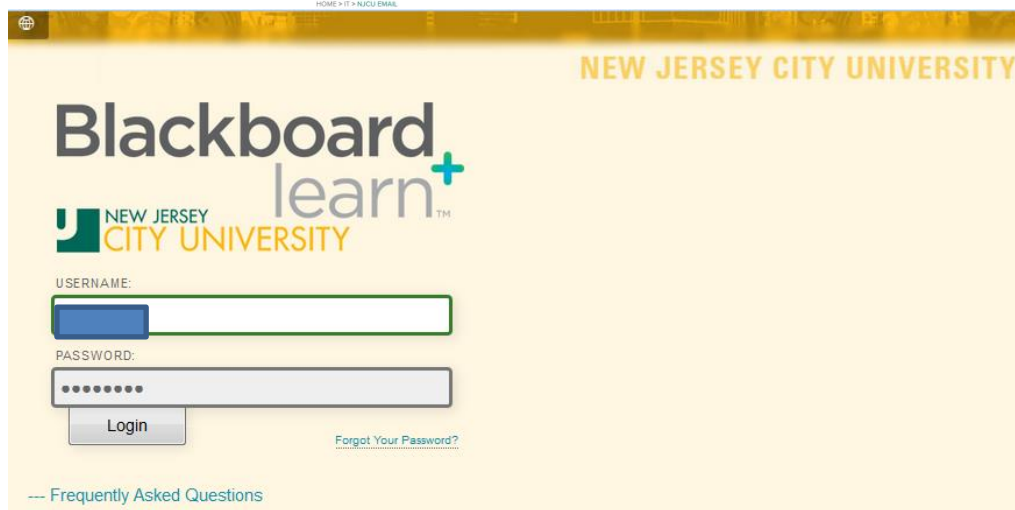


**To install/update :** Visit the Google Play Store (Android) or  
iTunes App Store (Apple) and search for NJCUmobile.

Download and install your  
copy today!

- iTunes (iOS)
- Google (Android)

NJCUMobile Customer  
Reviews





## Library

### CONGRESSMAN FRANK J. GUARINI LIBRARY



Guarini Library home page: [www.njcu.edu/Guarini](http://www.njcu.edu/Guarini)

### Off Campus Access:

Internet access from almost any place allows you to explore the Library's, tutorials, citation guides, online catalog, subject guides and much more.

To access the databases, at login prompt, enter your 7 digit Gothic Card number.

### How to find books in OSCAR, The Online Catalog:

- From the Library home page select OSCAR
- Select search category; such as keyword(s) or title, then enter term(s)
- Browse the results and click on a title to view the "Item Details" for that record
- Copy the call number and locate the book on the shelves (use the Library Collection Location Guide (blue sheets) to locate the stack number)

### Databases and Online Resources - Subject Guide:

Selecting By Title under Databases will provide an alphabetical list of accessible databases. For a concentrated list of resources select the discipline to access databases, electronic journals, selected links, electronic reference, and electronic books for academic research on your topic. Also, explore the Selected Web Sites by Subject on the Library home page to view a supplementary list of sites.

On the Library home page under Information Literacy at NJCU:

- Click on How to Use the Library for the Information Literacy Tutorial
- Click on Citation Guide for APA/MLA Citation Styles

### Reciprocal Borrowing:

The Guarini Library has reciprocal borrowing agreements with several institutions. For more information select Reciprocal Borrowing under Library Services.

### Interlibrary Loan Service:

If the Guarini Library does not own a specific book or article of interest, the item may be retrieved from a lending library through our Interlibrary Loan Service. An Interlibrary Loan form should be completed and submitted from the Library's home page under Library Services.

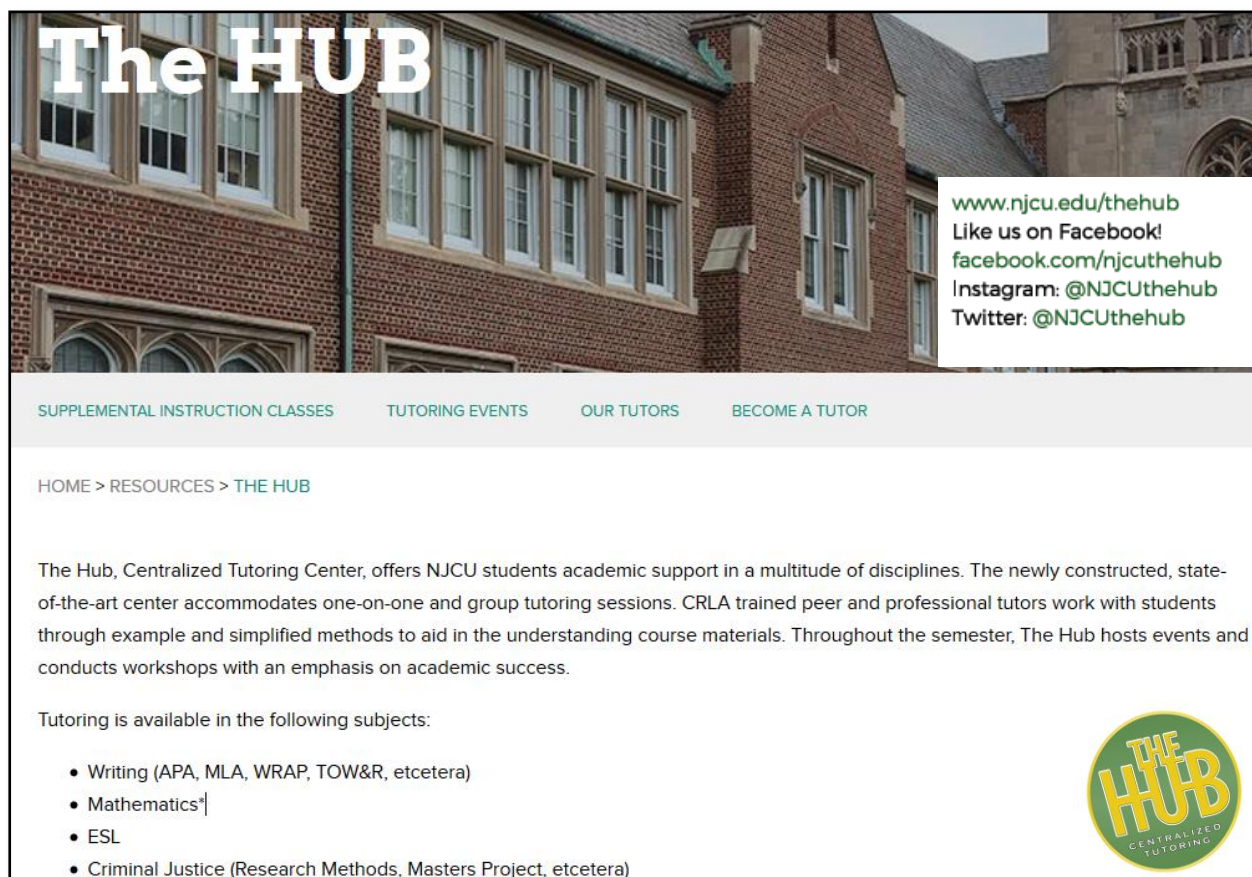
Modified -Prepared by J. Castillo, Special Projects Librarian ([jcastillo@njcu.edu](mailto:jcastillo@njcu.edu))

### Need help?...Ask a librarian!

- Reference Librarians are available on the 2nd floor Reference Desk during regular operating hours
- By phone at (201) 200-3033
- Google Text at (201) 667-2238
- Via email at [libraryref@njcu.edu](mailto:libraryref@njcu.edu)
- Individual Research Consultation (IRC): meeting one-on one with a Reference Librarian

## The HUB

Register for an appointment at The Hub's reception desk or call (201) 200-3513.

A screenshot of the The HUB website. The header features a large image of a brick building with the text "The HUB" overlaid. To the right of the image is a white box containing social media links: "www.njcu.edu/thehub", "Like us on Facebook! facebook.com/njcuthehub", "Instagram: @NJCthehub", and "Twitter: @NJCthehub". Below the header is a navigation bar with four links: "SUPPLEMENTAL INSTRUCTION CLASSES", "TUTORING EVENTS", "OUR TUTORS", and "BECOME A TUTOR". The main content area has a breadcrumb trail "HOME > RESOURCES > THE HUB". The text describes The Hub as the Centralized Tutoring Center, offering academic support in various disciplines. It lists subjects where tutoring is available: Writing (APA, MLA, WRAP, TOW&R, etcetera), Mathematics\*, ESL, and Criminal Justice (Research Methods, Masters Project, etcetera). A circular logo for "THE HUB CENTRALIZED TUTORING" is located in the bottom right corner of the main content area.

**The HUB**

[www.njcu.edu/thehub](http://www.njcu.edu/thehub)  
Like us on Facebook!  
[facebook.com/njcuthehub](https://facebook.com/njcuthehub)  
Instagram: @NJCthehub  
Twitter: @NJCthehub

[SUPPLEMENTAL INSTRUCTION CLASSES](#)   [TUTORING EVENTS](#)   [OUR TUTORS](#)   [BECOME A TUTOR](#)

[HOME](#) > [RESOURCES](#) > [THE HUB](#)

The Hub, Centralized Tutoring Center, offers NJCU students academic support in a multitude of disciplines. The newly constructed, state-of-the-art center accommodates one-on-one and group tutoring sessions. CRLA trained peer and professional tutors work with students through example and simplified methods to aid in the understanding course materials. Throughout the semester, The Hub hosts events and conducts workshops with an emphasis on academic success.

Tutoring is available in the following subjects:

- Writing (APA, MLA, WRAP, TOW&R, etcetera)
- Mathematics\*
- ESL
- Criminal Justice (Research Methods, Masters Project, etcetera)

**THE HUB**  
CENTRALIZED TUTORING

Syllabi Example: Business School Common Syllabi

**New Jersey City University**  
**School of Business - Management Department**  
**Syllabus - MGMT 211**

**PROFESSOR'S NAME:** Dr. \*\*\*\*\*

**COURSE TITLE:** MGMT 211 Principles of Management (Online)

**SEMESTER :** Fall 2014

**OFFICE HOURS:** Monday and Wednesday, 1 - 4 pm

**E-MAIL:** \*\*\*\*\*@njcu.edu

**OFFICE:** Professional Studies Building, Room 402

**PHONE NUMBER:** 201.200.2000

**REQUIRED TEXT & MATERIALS:**

Lewis, P., Goodman, S., Fandt, P., & Michlitsch, J. (2007). *Management: Challenges for Tomorrow's Leaders* (5<sup>th</sup> ed.). Ohio: South-Western/Thompson Learning.

**Course Description:**

This course examines theory related to the managerial function including areas such as planning, organizing, staffing and controlling business organizations. The case study method is used.

**Learning Objectives:**

In this course, the student will work to achieve an appreciation for business management as a profession and to understand both the constraints and possibilities for more effectively managing behavior of individuals, groups, and organizations.

**Upon completion of this course, students are expected to be able to:**

1. Assess the roles and functions of managers within an organization.
2. Analyze the major influences on the development of management thought.

3. Classify the knowledge and skills needed by managers to plan, lead, organize and control.
4. Formulate social and ethical responsibilities associated with management.
5. Analyze the various levels of management and how they function.
6. Appraise the managerial function of planning and examine why planning is critical for effective leadership.
7. Evaluate the human skills needed to interact with others at all levels within an organization.
8. Evaluate how information technology influences a manager's job.
9. Utilize the decision-making process and identify the appropriate model and strategy for successful and effective results.
10. Assess how delegation, empowerment and decentralization spread authority in an organization.

**Instructional Method:** Online

**Assignments:**

The course will be taught using a case study method, supplemented with readings, threaded discussions, and quizzes / exams. Chapter notes and PowerPoint slides must be reviewed each week. All assignments and due dates are listed below. Your performance will be evaluated based on: threaded discussion participation, case studies / alternative assignments, and tests (quizzes, mid-term and final).

**THREADED DISCUSSION / ONLINE PARTICIPATION**

Each student is expected to actively participate in every threaded discussion. Students should prepare in advance in order to contribute meaningfully to the discussion. Each student is expected to contribute a significant response to each discussion at least two times. One of the two contributions must be an original post (that is, not in response to another student's comment, but a response to the original question(s)), while the rest of the contributions may be responses to other student's comments. Your first response in the threaded discussion must be posted by Thursday at midnight in order to receive full credit. This will give you and your classmates plenty of time to read and respond to it. Deadlines for contributing to the discussions are noted below and will be posted each week.

The grading of your class participation will be based on the quality of your online contribution. Some of the factors that determine effective participation are:

1. Is the participant willing to interact with other class members?
2. Are the points that are made relevant to the discussion? Are they linked to the comments of others?
3. Do the comments add to our understanding of the situation?

4. Does the participant distinguish among different kinds of data (i.e., facts, opinions, beliefs, concepts, etc.)?
5. Is there a willingness to test new ideas or are all comments “safe” (i.e., repetitions of case facts without analysis and conclusions)?

#### CASE STUDIES and ALTERNATE ASSIGNMENTS

Case studies and / or alternate assignments will be assigned each week. Specific assignments are listed below and will be posted online. Each assignment will require students to apply concepts and tools presented in the chapter(s) covered each week. All assignments must be submitted with a cover page and should include the following information: name of assignment, student name, course title and assignment due date. All papers must be typed in Word, double-spaced using Times New Roman 12 pt. font, with one-inch margins all around. Do not plagiarize - cite the textbook or any other sources using APA format. Please include the following statement on all assignment cover pages -

#### *CERTIFICATION OF AUTHORSHIP:*

*I certify that I am the author of this work and that any assistance I have received in its preparation is fully acknowledged and disclosed. I have also cited any sources from which I used data, ideas or words, directly quoted or paraphrased. This work was prepared by me specifically for this course.*

#### QUIZZES

Quizzes will be assigned each week. The quizzes can be found in “Assessments” in the “Course Menu.” Due dates are noted below.

**Course Outline:**      *(See table below for assignments and due dates.)*

Chapter 1 Management and Managers  
Chapter 2 Evolution of Management Thought  
Chapter 3 Social Responsibility and Ethics  
Chapter 4 Strategic Management and Planning in a Global Environment  
Chapter 5 Planning In the Contemporary Organization  
Chapter 6 Managerial Decision Making  
Chapter 7 Organizing For Effectiveness and Efficiency  
Chapter 8 Organizational Design  
Chapter 9 Strategic Human Resource Management  
Chapter 10 Organizational Culture and Change  
Chapter 11 Communicating Effectively Within Diverse Organizations  
Chapter 12 Leading In a Dynamic Environment  
Chapter 13 Exploring Individual Differences and Team Dynamics

Chapter 14 Motivating Organizational Members  
Chapter 16 Productivity and Quality In Operations  
Chapter 17 Information Technology and Control

**Course Outline:**

Week	Date	Topic / Readings	Assignments	Assessment	Learning Objective(s)	Global Competencies
1	<b>WEEK 1</b>	Chapter 1	<ul style="list-style-type: none"> <li>- Threaded Discussion(s)</li> <li>- Quiz: Chapter 1</li> <li>- 'Now Apply It!' Exercise</li> </ul>	<ul style="list-style-type: none"> <li>- Rubric: Threaded Discussion</li> <li>- Quiz</li> </ul>	1, 2	<ul style="list-style-type: none"> <li>- Written Communication</li> <li>- Critical Thinking</li> </ul>
2	<b>WEEK 2</b>	Chapter 2	<ul style="list-style-type: none"> <li>- Threaded Discussion(s)</li> <li>- Quiz: Chapter 2</li> <li>- Case Study: Leon Neon</li> </ul>	<ul style="list-style-type: none"> <li>- Rubric: Threaded Discussion</li> <li>- Rubric: Writing, Critical Thinking</li> <li>- Quiz</li> </ul>	1, 2, 3	<ul style="list-style-type: none"> <li>- Written Communication</li> <li>- Critical Thinking</li> </ul>
3	<b>WEEK 3</b>	Chapter 3	<ul style="list-style-type: none"> <li>- Threaded Discussion(s)</li> <li>- Quiz: Chapter 3</li> </ul>	<ul style="list-style-type: none"> <li>- Rubric: Threaded Discussion</li> <li>- Quiz</li> </ul>	1, 4	<ul style="list-style-type: none"> <li>- Responsible citizenship in a culturally complex world</li> <li>- Written Communication</li> <li>- Critical Thinking</li> </ul>



4	<b>WEEK 4</b>	Chapters 4 and 5	<ul style="list-style-type: none"> <li>- Threaded Discussion(s)</li> <li>- Quiz: Chapters 4 and 5</li> <li>- Case Study: Leon Neon</li> </ul>	<ul style="list-style-type: none"> <li>- Rubric: Threaded Discussion</li> <li>- Rubric: Writing, Critical Thinking</li> <li>- Quiz</li> </ul>	1, 3, 6	<ul style="list-style-type: none"> <li>- Written Communication</li> <li>- Critical Thinking</li> </ul>
5	<b>WEEK 5</b>	Chapters 6 and 7	<ul style="list-style-type: none"> <li>- Threaded Discussion(s)</li> <li>- Quiz: Chapters 6 and 7</li> <li>- Case Study: Designing Jobs and Delegating Authority</li> </ul>	<ul style="list-style-type: none"> <li>- Rubric: Threaded Discussion</li> <li>- Rubric: Writing, Critical Thinking</li> <li>- Quiz</li> </ul>	1, 3, 5, 6, 9	<ul style="list-style-type: none"> <li>- Written Communication</li> <li>- Critical Thinking</li> </ul>
6	<b>WEEK 6</b>	Chapter 8	<ul style="list-style-type: none"> <li>- Threaded Discussion(s)</li> <li>- Quiz: Chapter 8</li> <li>- Case Study: Carolina Carpets</li> </ul>	<ul style="list-style-type: none"> <li>- Rubric: Threaded Discussion</li> <li>- Rubric: Writing, Critical Thinking</li> <li>- Quiz</li> </ul>	1, 3, 5	<ul style="list-style-type: none"> <li>- Written Communication</li> <li>- Critical Thinking</li> </ul>
7	<b>WEEK 7</b>	<b>MID-TERM</b>	<b>Mid-Term Exam</b>	- Exam	1, 2, 3, 4, 5, 6	
8	<b>WEEK 8</b>	Chapter 9	<ul style="list-style-type: none"> <li>- Threaded Discussion(s)</li> <li>- Quiz:</li> </ul>	<ul style="list-style-type: none"> <li>- Rubric: Threaded Discussion</li> </ul>	1, 5, 7	<ul style="list-style-type: none"> <li>- Written Communication</li> <li>- Critical</li> </ul>

			Chapter 9 - Case Study: Should JJ Be Hired?	- Rubric: Writing, Critical Thinking - Quiz		Thinking
9	<b>WEEK 9</b>	Chapter 10	- Threaded Discussion(s) - Quiz: Chapter 10 - Case Study: People-Centric Culture at Sargento Foods, Inc.	- Rubric: Threaded Discussion - Rubric: Writing, Critical Thinking - Quiz	1, 3, 5	- Written Communication - Critical Thinking
10	<b>WEEK 10</b>	Chapter 11	- Threaded Discussion(s) - Quiz: Chapter 11	- Rubric: Threaded Discussion - Quiz	1, 3, 5, 7, 8	- Written Communication - Critical Thinking
11	<b>WEEK 11</b>	Chapter 12	- Threaded Discussion(s) - Quiz: Chapter 12	- Rubric: Threaded Discussion - Quiz	1, 3, 5, 7, 10	- Written Communication - Critical Thinking
12	<b>WEEK 12</b>	Chapter 13	- Threaded Discussion(s) - Quiz: Chapter 13 - Case Study:	- Rubric: Threaded Discussion - Rubric: Writing, Critical Thinking	1, 3, 5, 7, 10	- Written Communication - Critical Thinking



			TigerEyeTech Builds a Team	- Quiz		
13	<b>WEEK 13</b>	Chapter 14	- Threaded Discussion(s) - Quiz: Chapter 14	- Rubric: Threaded Discussion - Quiz	1, 3, 7, 10	- Written Communication - Critical Thinking
14	<b>WEEK 14</b>	Chapters 16 and 17	- Threaded Discussion(s) - Quiz: Chapters 16 and 17 - 'Ethics: Take a Stand' Exercise	- Rubric: Threaded Discussion - Rubric: Writing - Quiz	1, 3, 5, 7, 8, 10	- Written Communication - Critical Thinking
15	<b>WEEK 15</b>	FINAL	<b>FINAL EXAM</b>	- Exam	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	

### **EVALUATION of STUDENTS:**

Threaded Discussions / Online Participation	20%
Case Studies and Alternate Assignments	20%
Quizzes	20%
Midterm Exam	20%
Final Exam	<u>20%</u>
	100%

### **Grading Scale:** (Based on University Criteria)

Numerical grades	are equivalent to:
93 – 100	A (4.0)
90 – 92	A- (3.7)
87 – 89	B+ (3.3)
83 – 86	B (3.0)
80 – 82	B- (2.7)
77 – 79	C+ (2.3)

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73 – 76	C	(2.0)
70 – 72	C-	(1.7)
60 – 69	D	(1.0)
Below 60	F	(0.0)

### **Expectations of Students / Attendance Policy:**

Even though this is an online course, the workload is equal to a three-credit on-campus course that meets three hours per week for 15 weeks. With an online course you enjoy the benefit of working on your own schedule. However, please be aware that it is also very easy to fall behind because there are no real time meetings. Just like traditional classes, your presence and participation in this online course are crucial to be successful in this course.

The NJCU online platform maintains a log each time you enter the online course. Students are required to login at least two to three times a week in order to meet course assignment deadlines and participate in the threaded discussions. I strongly urge you to review the assignments each week and be cognizant of the due dates for all quizzes, exams, assignments and discussions.

My role for this course is to make sure you achieve your goals and course objectives at the completion of the class. As a result, please contact me if you have any questions or concerns. Please do not wait until the end of the semester to do so. Please reach out to me as soon as you have any questions so that we can address your issues promptly.

### **Academic Integrity:**

***An academic community of integrity advances the quest for truth and knowledge by requiring intellectual and personal honesty in learning, teaching, research and service.***

New Jersey City University (NJCU) is committed to nurturing the growth of intellectual reasoning, academic and professional values, individual ethics and social responsibility in its students. Academic integrity is central to this growth and is defined as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.

Academic integrity is the obligation of all members of the NJCU community: students, faculty and administration. Maintaining a high level of integrity is not a passive act. Academic dishonesty must be actively deterred; apathy or acquiescence in its presence is not a neutral act. ***All members of the university academic community at NJCU have an obligation to be informed about:***

What constitutes acts of academic dishonesty:

- The penalties imposed for acts of academic dishonesty and the consequences of these penalties.

- The process by which penalties are imposed.

*The University maintains that all students are expected to embrace the highest standards of academic integrity in their course work. Any violation of such may be subject to a penalty based on the infraction that may include a reprimand, reduction in grade, failing grade, suspension or dismissal from the University.*

#### **Turnitin.com**

Students agree that by taking this course all assignments are subject to submission for textual similarity review to Turnitin.com. Assignments submitted to turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. The terms that apply to the University's use of the Turnitin.com services are described on the Turnitin.com web site. For further information about Turnitin, please visit: <http://www.turnitin.com>.

#### **Statement Regarding Civility:**

Comments made, shared, and discussed in the classroom should demonstrate respect for fellow student colleagues. The instructor will not tolerate swearing and/or derogatory statements in the classroom environment. Everyone is entitled to his or her opinions. The Professor has the right to ask you to leave the classroom. It is up to you to contact the instructor to schedule an appointment to discuss such an incident prior to returning to the classroom.

#### **PLEASE TURN OFF ALL CELL PHONES AND PAGERS PRIOR TO CLASS.**

#### **Disability Students:**

If there is any student in this class who has special needs because of learning disabilities, or other kinds of disabilities, please feel free to discuss your needs with me. For more information about the ADA and academic accommodations of adjustments, contact the Office of Specialized Services (OSS) at 201-200-3138.

*The schedule and procedures described in this course outline are subject to change depending on the needs of the class.*

**Note: Assignments, evaluation, policies and procedures, etc. can be adjusted by instructor.**

-----End-----