



University Senate
Professional Studies Building, Room 336; Extension 3459

MINUTES OF MEETING

May 5, 2014

ATTENDANCE:

Presiding: Dr. Karen Morgan Ivy, President University Senate

DEPARTMENTS PRESENT: A. Harry Moore, Harriet Phillip; Accounting, Jeanette Ramos-Alexander; Biology, Ethan Prosen; Chemistry, Robert Aslanian; Computer Science, Mort Aabdollah; Criminal Justice, Bill Calathes; Early Childhood Ed. Regina Adesanya; Economics, Ivan Steinberg; Educational Leadership & Counseling, Vaibhavee Agaskar; Educational Technology, Chris Carnahan; Elementary/Secondary, John Bragg; English, Joshua Fausty; ESL, Anne Mabry; Finance, Rosalyn Overton; Fire Science, Kevin Malley; Fitness, Exercise and Sports, Quoc Tu; Geography/Geoscience, Anna Cieslik; Health Sciences, Lilliam Rosado; History, Rosamond Hooper-Hamersley; Latin American Studies, Liza Fiol-Matta; ; Library, Min Chou; Management, Wanda Rutledge; Marketing, Michael Cole; Mathematics, Freda Robbins; Media Arts, Kathryn D'Alessandro; Modern Languages, Cora Lagos; Dept. of Multicultural Ed., Donna Farina; Music, Dance & Theatre, Marc Dalio; Nursing, Gloria Boseman; Philosophy/Religion, Sabine Roehr; Physics, Chris Herbert; Political Science, Joseph Moskowitz; Psychology, Patrice Dow-Nelson; Sociology/Anthropology, Max Herman; Special Education, Carol Fleres; Women's & Gender Studies, Catherine Raissiguier.

DEPARTMENTS ABSENT: African/Afro American Studies; Alumni, Jane McClellan; Art, Brian Gustafson Literacy Ed., Fran Levin; Professional Security Studies, Bill Soo Hoo.

SENATORS-AT-LARGE PRESENT: Cindy Arrigo, Michael Cole, Christopher Cunningham, Jack Egan, Marilyn Ettinger, Karen Morgan Ivy, Joseph Riotto, Rosemary Thurston, Rubina Vohra, Tim White.

SENATORS-AT-LARGE ABSENT: Deborah Bennett, Audrey Fisch.

PROFESSIONAL STAFF SENATORS-AT-LARGE PRESENT: Queen Gibson, Bette Goldstein, Asheenia Johnson, Cynthia Vazquez.

PROFESSIONAL STAFF SENATORS-AT-LARGE ABSENT: None.

STUDENT SENATORS PRESENT: None.

STUDENT SENATORS ABSENT: Andrea Suarez, Keira Broadway, Carmina DelFierro

STUDENT SENATORS-AT-LARGE PRESENT: None.

STUDENT SENATORS-AT-LARGE ABSENT: Maria Gomez, Jonathan Cabrera, Samir Zaroui.

University Senate Meeting Minutes
University Senate Meeting #8, For AY 2013-2014
Monday, May 5, 2014, Gothic Lounge

The Senate President, Dr. Karen Morgan Ivy, called the meeting to order at 2:08 PM.

- I. Audience Response “Clicker” System Test:** A roll call test was conducted that verified that each distributed clicker functioned properly.
- II. Approval of Agenda:** A motion was made, seconded and approved to accept the proposed agenda.
- III. Approval of Minutes:** A motion was made, seconded and approved to accept the minutes of the April 7, 2014 Senate Meeting.
- IV. Announcements**
 1. The fourth annual **School Nurse Honor Society Induction Dinner and Student Research Showcase** will be held on 6 May 2014 at 4:30 p.m. in the Gothic Lounge. Alumni who have made a significant impact in the field of school nursing will be inducted into the Society. Tickets for the event include dinner and are \$15 for students and \$20 for others. To RSVP, call extension 2421.
 2. Dr. Sue Henderson will hold a Town Hall Meeting on Wednesday, 7 May 2014, from 12pm-2pm in Gilligan Student Union, Multipurpose Room C. Update of facilities projects and a continuation of a discussion that began in March when Interim Provost Muyskens asked all the academic departments to report on the opportunities they see for enhancing faculty/student engagement as space is reconfigured and new facilities become available.
 3. NJCU will hold its 32nd annual “Media Arts Department Showcase” at the Loew’s Theatre on 14 May 2014. For more information, please call extension 3494.
 4. NJCU Foundation, Inc. will host “The American Dream Gala” and pay tribute to three honorees on Thursday, 5 June 2014, at Ellis Island. A reception begins at 7:00 p.m. followed by dinner at 8:00 p.m. Ferry service from Liberty State Park will be provided for guests.

Attendees were directed to the back of the agenda for additional announcements.

Dr. Morgan Ivy offered the following congratulations on behalf of the Senate:

1. NJCU has just received a very generous \$2 million gift from an alumnus. As a science graduate who played on the basketball team, this alumnus went on to work in the Navy as well as Johnson and Johnson. For more information refer to Ellen Wayman-Gordon’s email sent on behalf of Dr. Sue Henderson and received on 5/5/14.

2. NJCU has received a Recognition Award in the 86th Annual Governor's Occupational Safety and Health awards Program, marking the tenth consecutive year that NJCU has been honored in the program.
3. **Dr. Karen Morgan Ivy** has been selected to join Golden Key International Honour Society in honorary membership. Dr. Morgan Ivy was selected based on her "commitment to higher education and her outstanding service to students." The Golden Key International Honour Society induction ceremony will be held on Thursday, 8 May 2014 at 5:00 p.m. in the Gothic Lounge (H202).
4. **Lori Summers** has been promoted to Assistant Vice President for University Advancement, Development and Alumni Relations. Lori has raised the bar for NJCU development efforts, resulting in \$2 million in contributions each of the past two years. Prior to her fundraising work at NJCU, Lori served in senior management roles at Chilton Hospital Foundation, Bank Street College of Education, and Columbia Medical Center. In the months ahead, she will spearhead a multi-year \$90-million comprehensive campaign and manage several important fundraising events. For more information refer to Ellen Wayman-Gordon's email sent on behalf of Dr. Sue Henderson and received on 5/5/14.
5. **Interim Vice President for University Advancement Bill Fellenberg** retired effective 30 April 2014. He served NJCU well as the VP for University Advancement. Under his leadership, the development functions have grown significantly, including helping to build our new Foundation Board – so essential for garnering future gifts. Under his leadership, NJCU expanded its marketing presence across the state. For more information refer to Ellen Wayman-Gordon's email sent on behalf of Dr. Sue Henderson and received on 5/5/14.
6. **Betty Gerena**, Assistant to the Chair, in the Computer Science Department was recently accepted to the Google Glass Explorer program, a head mounted display prototype. Google Glass was developed by Google X, the facility within Google devoted to technological advancements such as driverless cars. Ms. Gerena will work with Computer Science students on application development for the device.
7. **Patricia Ann (Roper) Catrillo '04**, a secretarial assistant for the Departments of History and Women's and Gender Studies, was named NJCU "Employee of the Month" for January.
8. **Anna Palermo '05**, administrative assistant to the vice president for academic initiatives and services, was named NJCU "Employee of the Month" for February.
9. **Sarah Ambrose-Roman**, assistant to the dean of the College of Arts & Sciences was selected "Employee of the Month" for March.

V. President's Report

Dr. Morgan Ivy thanked Ms. Bette Goldstein on behalf of the Senate for her unwavering dedication to and support of the University Senate. Ms. Goldstein will be retiring from NJCU effective 30 June 2014.

Dr. Charles Pratt has written a “thank you” note to the Senate which President Morgan Ivy read to the Senate: “I extend to you and the Executive Committee my sincere appreciation and thanks for the resolution approved by the Senate on April 7, and for the beautiful plaque. Some of most gratifying experiences here have been with the Senate. Thank you again. Your kindness meant so much.” -Charles Pratt

Dr. Morgan Ivy announced the Senator-at-Large election results:

Results of the Full Time Professional Staff Senators-At-Large Election:

Queen Gibson
Asheenia Johnson

Results of the Full Time Faculty Senators-At-Large Election:

Cindy Arrigo
Marilyn Ettinger
Timothy White

On behalf of the University Senate, Dr. Morgan Ivy thanked all the individuals who have expressed their willingness to serve in various capacities in the University Senate and looks forward to your continued support of University Senate activities.

VI. Senate Standing Committee Reports

(a) Academic Standards Committee – Dr. David Chiabi, Chairperson

Dr. Chiabi presented the proposed Credit Policy (full report attached at the end of the minutes) with the recommendation that the Senate approve adoption of the Carnegie credit and unit hour for measuring educational attainment. The following reasons were offered:

The Carnegie credit and unit hour are a time-based reference for measuring educational attainment used by American universities and colleges.

1. It is considered as the cornerstone to the administration of higher education institutions.
 - Most colleges and universities use the Carnegie credit System
2. Comparisons between institutions rely on these units.
 - U.S, News & World Report
3. Faculty workload, efficiency, and evaluation are rooted in these units.

4. Public and private administrators and state legislators also use these values for budgeting and planning purposes.
 - A. US Department of Education definition.
 - B. Middle States Commission on Higher Education
 - C. Federal Financial Aid

The committee recommends follow-up by the Curriculum & Instruction, Graduate Studies and Planning, Development & Budget Committees to determine impact of adoption of this policy.

A motion to lay the proposal on the table until a fall meeting was unanimously approved by voice vote. A motion was made and seconded to send the proposal to the Planning, Development and Budget Committee for review. The motion passed unanimously by voice vote.

(b) Curriculum & Instruction Committee – Dr. Chris Cunningham, Chairperson

Dr. Cunningham presented the following report:

Approved April 7, 2014

College of Arts and Sciences

Minor in Urban Studies

21 credits

Catalog description:

The Urban Studies minor is an interdisciplinary program designed to enable students to develop essential skills for a wide variety of careers in cities and related to cities. It is a rigorous program of study intended to introduce students to the key urban studies concepts, and to develop their critical thinking about cities. Given our location in one of the nation's most vibrant and ethnically diverse urban areas, it is of fundamental importance that our students develop an appreciation and understanding of how cities work. This minor is open to students with any major. It will complement students' majors and will enhance their ability to gain meaningful employment in a wide variety of city-based or city-related careers.

College of Professional Studies: Fire Science

Firefighting Strategies

Prerequisites: FS 150, 151, 336 & 342

400-level elective course

Enrollment cap: 30

This course is designed to provide students with an understanding of how to use various firefighting tactics to develop successful firefighting strategies. This case scenario-based course examines how to safely and

effectively extinguish structural fires in buildings categorized within each of the five different types of building construction.

It was noted the minor in Urban Studies is the first interdisciplinary minor program at NJCU.

(c) Graduate Studies Committee Report to the University Senate – Dr. Rosilyn Overton, Co-chairperson

Dr. Overton presented the following report:

At the April 21, 2014 meeting, the Graduate Studies Committee approved the following course:

COUN 658 – Addictions Counseling: Family Systems Assessment and Treatment (3 cr.)

Prerequisite: None

This course provides a skills approach to clinical assessment, treatment planning, and family counseling strategies for alcohol/drugs and other addictions impacting families and family systems.

Course Cap: 20

A motion was made and accepted to accept the committee's motion to approve the above mentioned course. The motion carried 37 -1.

(d) Planning, Development & Budget Committee – Dr. John Laski, Chairperson

Dr. Laski presented the following report:

In action taken by the PD&B Committee at a regularly scheduled meeting held on April 21st, 2014 in the School of Business Conference Room, the endorsement and support of the PD&B Committee was rescinded a vote of 3 to 1, a quorum present, for the following proposal:

1. The Program entitled: NJCU Principal Certificate, submitted by Dr. Susan Phifer.

In meeting the criteria of the committee, as mandated by the Senate Charter tasking the committee for same, we voted to support a re-assessment of the proposal, upon receipt of new information.

Action on two proposals, one entitled "Master of Science with a Major in Nursing Specialization: Nurse Educator" is continued. A second proposal entitled: "Cinema Studies" is continued. A proposal entitled "Music Performance: Specialization in Composition" was introduced, and is continued.

Lastly, the PD&B Committee is hereby and herein proposing and making a recommendation to the Senate, to request clarification on the number of

computer stations that will be remaining in the library once the Donut concession is introduced; namely, will the 25 computers be reduced to 17?

The PD&B Committee will be contacting Dr. Muyskens in re: arranging a meeting of approximately 1 1/2 hours to discuss items of concern, within the purview of PD&B, including but not limited to funding for the writing center, its need for an enhanced budget, along with a recommendation to the Senate to support a budget of \$180,000 for the upcoming academic year.

(e) Student Affairs Committee Report (Integrity Policy Task Force) – Dr. Cindy Arrigo, Chairperson, and Dr. Lyn Hamlin, Dean of Students

Drs. Arrigo and Hamlin's report included the following recommendations (full report is attached at the end of the minutes):

1. We recommend an all-university wide approach to providing instruction in the practice of academic integrity.
2. We recommend an all-university wide assessment where individuals would receive certification in the practice of academic integrity.
3. We recommend an all-university mechanism for reporting possible violations, investigating allegations, deliberating cases, assigning sanctions, and tracking data by individual and division.
4. We recommend revision of NJCU's current academic integrity policy to include the above practices.

Item #1 was voted on and approved by a vote of 42-3. Discussion included the following clarifications of item #2: All faculty and all students are to be certified using Blackboard for online training and certification exam. Students must take the training and pass within their first semester at NJCU.

A motion was made to lay on the table all of the recommendations. The motion carried unanimously in a voice vote.

VII. Reorganization

The first vote conducted was to fill three Executive Committee positions. During that vote, in which Senators were instructed to vote for no more than three nominees, it was noticed that the clicker system was only recognizing the last vote entered. While the issue was being resolved, the Senate agreed to continue the meeting with the next items on the agenda with the caveat that the reorganization would resume no matter where we were in the discussion.

VIII. Unfinished Business – none

IX. New Business

- a) **Role of the University Senate Regarding Decisions Pertaining to Released Time for Faculty Research**

A motion was made and seconded to charge the Faculty and Professional Staff Affairs Committee to review current policy and policies of other institutions, and make decisions pertaining to the role of the University Senate in decisions about released time for faculty research. After discussion, the motion carried by a vote of 22-14.

- b) **Faculty & Student Engagement** – a town hall is scheduled for Wednesday, May 6, between 12 – 2 PM to brainstorm and share ideas.
- c) **Constitutional Amendments**
 - (1) The following amendment to Article III, Section 3(c), Item (7) was submitted to the Senate by Dr. John Collins to align the Graduate Studies Committee with the Curriculum and Instruction Committee (recommended additional wording in bold):
 - (7) The Graduate Studies Committee shall establish and maintain standards and requirements for the admission and retention of graduate students, review grading procedures, academic integrity, and determine requirements for graduation. The Graduate Studies Committee shall recommend to the Senate guidelines and standards for the graduate program and, based on their review of individual College Curriculum Committee recommendations, evaluate and recommend the approval of new or revised courses (including face-to-face, blended, and online formats), academic majors, minors, concentrations, interdisciplinary programs, and professional sequences. **Individual courses and course revisions approved by the committee shall be forwarded directly to the Vice President for Academic Affairs. The committee shall also make recommendations to the Senate for** the establishment or dissolution of departments, programs and majors. The faculty and professional staff component of the committee shall include one faculty member from each of the Colleges. These three faculty members shall also serve on their respective College shall be a matriculated graduate student, and one other member of the faculty or the professional staff. The Dean of Graduate Studies and Continuing Education shall be a non-voting, ex-officio member of this committee.

After discussion, the proposed amendment was voted on and was not approved, by a vote of 6 for – 28 against.

- (2) The following proposed amendment to Article II, Section 3(c), Items (4) and (7) was submitted to the Senate by Dr. Chris Cunningham to align the C&I Committee process with that of the Graduate Studies Committee:

CURRENT CHARGES:

- (4) a. The Curriculum and Instruction Committee shall recommend to the Senate guidelines and standards for the undergraduate academic

program. The committee shall supervise the implementation of said guidelines.

b. The Senate Curriculum and Instruction Committee shall evaluate and recommend the approval of all new undergraduate courses (including face-to-face, blended, and online formats), academic majors, minors, concentrations, interdisciplinary programs, and professional sequences, based on their review of individual College Curriculum Committee recommendations. The committee shall also evaluate undergraduate courses that have had substantial changes in their content, objectives, and/or expected outcomes. Individual courses and course revisions approved by the committee shall be forwarded directly to the NJCU University Vice President for Academic Affairs. The committee shall also make recommendations to the Senate for the establishment or dissolution of departments, programs and majors. The faculty and professional staff component of the committee shall include one faculty member from each of the Colleges. These three faculty members shall also serve on their respective College Curriculum Committees. The three remaining members of this committee shall be a student, and two other members of the faculty or the professional staff from any College.

- (7) The Graduate Studies Committee shall establish and maintain standards and requirements for the admission and retention of graduate students, review grading procedures, academic integrity, and determine requirements for graduation.

The Graduate Studies Committee shall recommend to the Senate guidelines and standards for the graduate program and, based on their review of individual College Curriculum Committee recommendations, evaluate and recommend the approval of new or revised courses (including face-to-face, blended, and online formats), academic majors, minors, concentrations, interdisciplinary programs, and professional sequences, and the establishment or dissolution of departments, programs and majors. The faculty and professional staff component of the committee shall include one faculty member from each of the Colleges. These three faculty members shall also serve on their respective College Curriculum Committees. The two remaining members of this committee NJCU University Senate Constitution shall be a matriculated graduate student, and one other member of the faculty or the professional staff. The Dean of Graduate Studies and Continuing Education shall be a non-voting, ex-officio member of this committee.

PROPOSED NEW CHARGES:

- (4) a. The Curriculum and Instruction Committee shall recommend to the Senate guidelines and standards for the undergraduate academic

program. The committee shall supervise the implementation of said guidelines.

b. The Senate Curriculum and Instruction Committee, based on its review of individual college curriculum committee recommendations, shall evaluate and recommend Senate approval of all new or revised undergraduate courses (including face-to-face, blended, and online formats), academic majors, minors, concentrations, interdisciplinary programs, and professional sequences. The Committee shall also make recommendations to the Senate for the establishment or dissolution of departments, programs, and majors. The faculty and professional staff component of the Committee shall include one faculty member from each of the colleges. These three faculty members shall also serve on their respective college curriculum committees. The three remaining members of this committee shall be a student, and two other members of the faculty or the professional staff from any College.

(7) a. The Graduate Studies Committee shall establish and maintain standards and requirements for the admission and retention of graduate students, review grading procedures, academic integrity, and determine requirements for graduation. The Graduate Studies Committee shall recommend to the Senate guidelines and standards for the graduate program.

b. The Graduate Studies Committee, based on its review of individual college curriculum committee recommendations, shall evaluate and recommend Senate approval of all new or revised graduate courses (including face-to-face, blended, and online formats), academic majors, minors, concentrations, interdisciplinary programs, and professional sequences. The Committee shall also make recommendations to the Senate for the establishment or dissolution of departments, programs, and majors. The faculty and professional staff component of the committee shall include one faculty member from each of the colleges. These three faculty members shall also serve on their respective college curriculum committees. The two remaining members of this committee NJCU University Senate Constitution shall be a matriculated graduate student, and one other member of the faculty or the professional staff. The Dean of Graduate Studies and Continuing Education shall be a non-voting, ex-officio member of this committee.

The proposed amendment was voted on and approved by 34-5.

Noting the time, the reorganization was postponed until a date to be determined by the Senate Executive Committee and the Elections Committee, and the meeting was adjourned at 3:55 PM.

Respectfully submitted,

Bette Goldstein

Attachments

(1) Academic Standards Committee - Credit Policy

REASONS FOR CHOOSING CARNEGIE:

The Carnegie credit and unit hour are a time-based reference for measuring educational attainment used by American universities and colleges.

1. It is considered as the cornerstone to the administration of higher education institutions.
 - Most colleges and universities use the Carnegie credit System
2. Comparisons between institutions rely on these units.
 - U.S. News & World Report
3. Faculty workload, efficiency, and evaluation are rooted in these units.
4. Public and private administrators and state legislators also use these values for budgeting and planning purposes.
 - US Department of Education definition.
 - Middle States Commission on Higher Education
 - Federal Financial Aid

New Jersey City University UNITS OF CREDIT policy

The Academic Standards Committee recommends NJCU adopt the Carnegie credit and unit.

- A. The course credit, based on the Carnegie unit*, will be employed as the academic determination to be used in all schools and colleges of New Jersey City University. This academic currency will be utilized to measure student progress in the path toward degree completion. This shall serve as the official unit of record.
- B. The college, school, or faculty who authorize courses will determine the number of credits assigned to any course offered at New Jersey City University and thus offer to the students. The credit value of each course will be assigned according to the time the average student can be expected to give to the course. This will follow the rate of three hours a week per credit. This includes the following: class time; laboratories; teacher conferences; reading, writing, and class participation.
- C. At New Jersey City University, matriculated students in any one of the schools or colleges who have registered with full approval of the school or college and who register for classes in another school or college at the University, will be granted credits established for the courses offered by the school, college, or faculty who offer them.

IMPLICATIONS FOR THE POLICY

- A. Curriculum & Instruction
- B. Graduate Studies
- C. Planning, Development & Budget

APPENDIX I: Definitions on “Credit Hour” from three sources

Source 1: Middle States Commission on Higher Education www.msche.org

Definition

The U.S. Department of Education defines “credit hour as:

“...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 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 activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.”

Source 2: N. J. Administrative Code:

Definition of “Semester Credit Hour”

Please note that in accordance to N. J. Administrative Code Title 9A-Higher Education, under 9A:1-12 Definitions (found on page 11 of Appendix 1, in the NJ Presidents’ Council, *Academic Issues Committee Manual, 2012-2013*):

“Semester credit hour” means 50 minutes of face-to-face class activity each week for 15 weeks (or the equivalent attained by scheduling more minutes of face-to-face class activity per week for fewer weeks in the semester) in one semester complemented by at least 100 minutes each week of laboratory or outside assignment (or the equivalent thereof for semesters of different length).

Source 3: NJCU Definitions:

Student credit hours are defined as: the number of credit hours earned by a student successfully completing a given course.

Average weekly class hours are the total number of regularly scheduled class meeting hours for a course divided by the number of weeks in the program.

Teaching credit hours are defined as:

When the number of regularly scheduled average weekly class hours equals the number of student credit hours, teaching credit hours shall equal student credit hours.

When the number of regularly scheduled average weekly class hours is greater than the number of student credit hours, those class meetings typically designated as “laboratories” or “studios” shall be equated on the basis of two-thirds (2/3) of a teaching credit hour for each such class hour.

When the number of average regularly scheduled weekly class hours is less than the number of student credit hours, teaching credit hours shall not be less than the number of average weekly class hours; and additional teaching credit hours may be granted, provided that the total does not exceed the number of student credit hours.

The above provisions apply to normal sixteen (16) week semesters. For semesters of different lengths, the above formulae shall be applied on a pro rata basis.

Details on overload compensation rates can be found in Agreement, Council of N.J. state College Locals, AFT, AFL-CIO and State of New Jersey, Article XIIB (2007).

APPENDIX II: Definition of “Credit Hour” – The Carnegie Unit: How to calculate student contact hours

A “CREDIT HOUR” is the unit of measuring educational CREDIT, usually based on the number of classroom hours per week throughout a term.

Students are awarded credit for classes on the basis of the Carnegie unit. This defines a semester unit of credit as equal to a minimum of three hours of work per week for a semester. California’s Title V code, section 55002, also defines student credit in this way.

While the length of a semester may vary, the Carnegie definition is based upon a minimum length of 16 weeks. Thus, a unit of credit equates to three hours of student work per week (1 hour lecture plus 2 hours of homework or 3 hours of lab) for 16 weeks. In certain circumstances, it is possible to have more hours, but not less. The LASC College Catalog lists the total class hours required per semester.

Lecture Classes

For a lecture class, one unit is considered to be one hour of lecture class time and two hours per week of homework. For the typical three-unit class, a student spends three

hours per week in class and should do six hours per week of homework. The total semester hours are calculated by multiplying the weekly hours by 16.

Laboratory Classes

For a laboratory class, the hours per week are considered to be all in class with no outside assignments. Thus, one unit is three hours per week of laboratory time.

By Arrangement Lab Hours

Where a course includes by arrangement lab hours, these generally take the place of the hours assigned to homework, since the student is required to use supervised college facilities to do assignments related to homework. An example might be a 3-unit lecture course which requires the student also to work two hours per week in the computer lab. There would be only four hours per week of additional homework required.

Short Courses

Short courses are prorated so they contain the same number of hours as if the course were scheduled for a full semester. To maintain the integrity of the instructional program, care must be taken when scheduling short courses so that there is adequate time for students to complete homework assignments or by arrangement laboratory assignments.

APPENDIX III: Sampling of Colleges and Universities that use the Carnegie Credit System

1. St. Peter's University
2. College of New Jersey
3. Ramapo College
4. Kean University
5. William Paterson University
6. Thomas Edison State College
7. Fairleigh Dickenson University
8. Montclair State University
9. Rutgers University
10. San Mateo Community College
11. Cornell University
12. North Carolina State
13. Longwood University
14. American University
15. Southern Methodist University
16. Iona College
17. University of Southern Indiana
18. Worcester Polytechnic Institute
19. Western Carolina University
20. Western New England University
21. University of La Verne
22. Stanford University
23. Drexel University

24. Indiana University
25. Mount Mercy University
26. Marquette University
27. Wayne State University
28. Missouri State University
29. University of South Florida
30. Morgan State University
31. Colorado Mesa University
32. University Of North Carolina
33. Northern Arizona University
34. Cleveland State University
35. University Of Mississippi Faculty senate
36. Arizona State University
37. William Paterson University
38. Mount Olive College
39. Dakota State University
40. Virginia Commonwealth University
41. Miami University
42. Ohio State University
43. Wright State University
44. Maricopa Community College
45. The University of Nebraska
46. Slippery Rock University
47. Salisbury University
48. Florida State University
49. University Of Tennessee
50. Long Beach City College
51. California State University
52. De Anza College
53. Emery University
54. University of Hawaii
55. University of Texas
56. University of Louisville
57. Gallaudet University
58. Montana State University
59. University of Georgia

APPENDIX IV: Example of the definition of “Credit Hour” based on the Carnegie Unit

Course Type	Unit Value	Lecture Hours per		Lab Hours per		By Arrangement Hours per		Homework Hours per	
		Week	Sem	Week	Sem	Week	Sem	Week	Sem
Lecture Only Courses; Homework Required									
Lecture	1 unit	1	16					2	32
Lecture	2 units	2	32					4	64

Lecture	3 units	3	48					6	96
Laboratory Only Courses; No Homework or Other Outside Work									
Lab	1 unit	3	48						
Lab	0.5 unit	1.5	24						
Courses with By Arrangement Lab Hours; Homework Required to Make Up the Difference									
Lecture (w/ by arr.)	1 unit	1	16			2	32		
Lecture (w/ by arr.)	1 unit	1	16			1	16	1	16
Lab (all by arr.)	1 unit					3	48		
Lecture (w/ by arr.)	3 units	3	48			2	32	4	64
Lecture	1.5 units	1.5	24			2	32	1	16

(2) Student Affairs Committee Report (Integrity Policy Task Force)

Senate Student Affairs Committee Recommendations from Taskforce on Academic Integrity

1. We recommend an all-university wide approach to providing instruction in the practice of academic integrity.
2. We recommend an all-university wide assessment where individuals would receive certification in the practice of academic integrity.
3. We recommend an all-university mechanism for reporting possible violations, investigating allegations, deliberating cases, assigning sanctions, and tracking data by individual and division.
4. We recommend revision of NJCU's current academic integrity policy to include the above practices.

The Committee encourages that NJCU move towards implementing a Culture of Academic Integrity, reinforcing integrity as a core value. An overall environment of honesty can help NJCU strengthen its reputation and have academic programs of the highest quality, graduating academically accomplished individuals (Goals 1, 2, and 4 from NJCU's strategic plan). Through academic integrity that is emphasized and becomes centered in our culture, NJCU will graduate students that are academically accomplished. Our students reflect our values and are NJCU's "product" as they enter the world. A Culture of Academic Integrity will reinforce the quality of teaching and learning that takes place inside and outside of the classroom (Goal 3 from NJCU's strategic plan). The strategic plan hinges on the university's foundation of access and excellence. Academic integrity promotes a culture of excellence and accountability.

A move towards a Culture of Academic Integrity will empower students to want to succeed, not just academically, but also personally and socially (Goal 2 from NJCU's strategic plan). However, we cannot simply define success solely by grade point averages and status. If the University's mission aims to graduate students who will be productive citizens, then we have a collective responsibility to deliver the vital message that integrity matters. In addition, the fostering of a culture of integrity should be considered a learning process (education based and campus wide) that is proactive—not reactive, restorative—not punitive. It's the kind of culture that asks "how do we ensure students are learning?" and not "how can we stop students from cheating (or misbehaving)?" as suggested in the article, "Moral Panic: The Contemporary Context of Academic Integrity."

A Blackboard Academic Integrity online learning module with assessment parameters linked to GothicNet provides a feasible mechanism for providing instruction and certification in the practice of academic integrity. A reasonable timeline for implementation is F2015.

It should be clear that the Committee believes that implementing a Culture of Academic Integrity at NJCU will require that all four recommendations to be implemented. Tippet, et al., warned that "Bringing about an environment that fosters academic integrity

requires a cultural change, and is an enormous undertaking that will take time to achieve, but such a goal must be pursued.” Implementing a Culture of Academic Integrity will be an enormous value to NJCU. The Committee believes that all constituents of NJCU working together, can make this happen.

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