



University Senate
Professional Studies Building, Room 336; Extension 3459

MINUTES OF MEETING

March 2, 2015

ATTENDANCE:

Presiding: Dr. Joseph Riotto, University Senate President

DEPARTMENTS PRESENT: A. Harry Moore, Harriet Phillip; Accounting, Jeanette Ramos-Alexander; African/Afro American Studies, Antoinette Ellis Williams; 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, Leonid Rabinovich; Elementary/Secondary, John Bragg; English, Joshua Fausty; 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; Library, Min Chou; Management, Wanda Rutledge; Marketing, Melissa M. Martirano; Mathematics, Freda Robbins; Media Arts, Kathryn D'Alessandro; Modern Languages, Grisel Lopez-Diaz; Dept. of Multicultural Ed., Vesna Radanovic-Kocic; Music, Dance & Theatre, Amparo Fabra Crespo; Nursing, Gloria Boseman; Philosophy/Religion, Scott O'Connor; Physics, Chris Herbert; Political Science, Joseph Moskowitz; Professional Security Studies, Richard Cosgrove; Psychology, Patrice Dow-Nelson; Sociology/Anthropology, Max Herman; Special Education, Carol Fleres; Women's & Gender Studies, Jacqueline Ellis.

DEPARTMENTS ABSENT: Alumni, Jane McClellan; Art, Dennis Dittrich; ESL; Latin American Studies, Liza Fiol-Matta; Literacy Ed., Fran Levin.

SENATORS-AT-LARGE PRESENT: Cindy Arrigo, Deborah Bennett, John Collins, Marilyn Ettinger, Audrey Fisch, Joseph Riotto, Rosemary Thurston, Rubina Vohra, Tim White.

SENATORS-AT-LARGE ABSENT: Christopher Cunningham, Jack Egan.

PROFESSIONAL STAFF SENATORS-AT-LARGE PRESENT: Angela Arriaza-Jarquin, Queen Gibson, Cynthia Vazquez.

PROFESSIONAL STAFF SENATORS-AT-LARGE ABSENT: Asheenia Johnson.

STUDENT SENATORS PRESENT: Claudio Josuel Alejo.

STUDENT SENATORS ABSENT: Miraclea Adams, Thomas Caban.

STUDENT SENATORS-AT-LARGE PRESENT: Ana Pena, Arijean Feliciano, Alvert Hernandez, Marckervin Jannier.

STUDENT SENATORS-AT-LARGE ABSENT:

**University Senate Meeting Minutes
University Senate Meeting #6 for AY 2014-2015
Monday, March 2, 2015, Gothic Lounge (H202)**

Senate President, Dr. Joseph Riotto, called the meeting to order at 2:05 PM.

- I. Expression of Concern**
Thoughts and prayers go out to Ms. Kathy Williams, an employee in the Department of Educational Leadership. She was one of the unfortunate home owners to lose her house in a recent tragic fire in Bayonne.
- II. Clicker System Test:** successfully completed.
- III. Approval of Agenda**
Motion made and seconded to approve agenda.
Motion approved.
- IV. Approval of Minutes**
Motion made and seconded to accept the minutes of February 9, 2015 Senate Meeting as presented.
Motion approved.
- V. Announcements**
President Riotto made the following announcements and referred Senators to the back of the agenda for additional announcements:
 - A. A Town Hall meeting for NJCU Students, Faculty & Staff will take place on Tuesday, March 17th 4:00pm – 6:00pm in the Gothic Lounge (H202). The agenda items include, but will not limited to: NJCU’s strategic plan, recruitment and retention, a facilities update, and Middle States accreditation.
 - B. Town Hall meetings about the School of Business will take place on: 1) Wednesday, March 18, 2015 from 2:00pm – 3:30pm in Multipurpose Room B; 2) Tuesday, March 24, 2015 from 2:00pm – 3:30pm in Multipurpose Room B; and 3) Tuesday, March 31, 2015 from 5:00pm – 6:30pm in the Gothic Lounge (H-202).
 - C. NJCU’s Spring Open House will take place on Saturday, April 18th from 9:00am - 1:00pm.
- VI. University Senate President’s Report**
 - A. Senate-Administration Coordinating Committee (SACC) Report
The administration accepted, without any changes, the following curriculum proposals passed by the Senate on February 9, 2015. SACC thus verbally approved the proposals on February 16, 2015:

1. Literacy Interdisciplinary Studies/Literary Studies - major program
2. Minor in Middle Eastern Studies - minor

At the Board of Trustees meeting on February 23, 2015, the aforementioned two programs passed with very limited discussion.

B. Student Concerns

In accordance with the discussion of student concerns which took place at Senate meeting of February 9, 2015, and on behalf of the Senate, the Senate Executive Committee charged the following Senate standing committees with the task of researching and possible drafting sense-of-the-Senate resolutions about the nine concerns that were voiced and that are listed in the minutes of the February 9, 2015 meeting:

1. Student Affairs Committee
 - Item 1: Business School
 - Item 4: 2040 University Apartments
 - Item 5: GSUB Space Issue
 - Item 8: Graduation
 - Item 9: Communications to Students
2. Planning, Development and Budget Committee
 - Item 2: Honors Program
3. Faculty and Staff Professional Affairs Committee
 - Item: 7: Evaluation of Professors.

Two items have been completed and were not referred to committees:

- Item 3: Science Building
- Item 6: Administration & Transparency

C. E-mail to the Provost about General Education Resolution

Pursuant to the resolution passed by the Senate on February 9 2015, President Riotto sent to the Provost (on February 10, 2015) a copy of the resolution. The resolution called for the Provost's Office to widely publicize, to current students, the modifications of the General Education program. The resolution specified that posters, announcement on Gothicnet, e-mails, and other means be completed by March 2, 2015.

Discussion: To date, March 2, 2015, there have been neither posters nor announcements on Gothicnet about the changes in General Education requirements. The Provost said he has no objection to the previous meeting's resolution and will have Associate Provost Woo work on this item and it will be done today.

D. The next University Senate meeting will be held on Monday, April 6, 2015.

VI. University Senate Standing & Ad Hoc Committee Reports

A. Curriculum & Instruction Committee - Regina Adesanya

**Curriculum and Instruction Committee Report
March 2, 2015**

1. Follow-up from February 2015 Senate Meeting

The enrollment course caps for Developmental Mathematics are 20 and for Japanese Popular Culture and Art is 25 (See Minutes of Senate Meeting of 2/9/2015).

All General Education courses reviewed by C&I have, and will have, enrollment caps consistent with those approved in the General Education proposal. Tier 1 courses have enrollment caps of 20 and Tier 2 courses have enrollment caps of 25.

2. Reviewed and approved January 27, 2015

College of Arts & Sciences

Mathematics

Mathematics Makes a Case: Global Climate Change

200-level elective course

Credits: 3 credits/semester hours

General Education Tier: 2

GED Mode of Inquiry: Scientific and Quantitative Inquiries

Enrollment Cap: 20

Prerequisite: Algebra for College Students (proposed) or Math 112 or equivalent

The main objectives of this course are: to examine scientific facts of global climate change with abstract mathematical expressions, to process real data and evaluate evidence to see patterns, and to apply math skills to understand real-life issues and problems. Basic algebraic functions and statistics will be included.

Mathematics

Algebra for College Students

100-level academics foundation

Credits: 5 semester hours, 3 degree credits/2 non-degree credits

Enrollment Cap: 20

Prerequisite: Developmental mathematics or placement by exam

This course develops the algebraic skills necessary for success in Precalculus and Precalculus for Business. Topics include: linear equations and inequalities; polynomials; rational expressions; exponents and radicals; quadratic equations and inequalities; linear, quadratic, polynomial, and rational functions and applications; and systems of linear equations and inequalities and application

Political Science

Business and Politics by the Numbers

200-level course

Credits: 3 credits/semester hours

General Education Tier: 2

GED Modes of Inquiry: Scientific and Quantitative Inquiries & Social and Historical Perspectives

Enrollment Cap: 25

Prerequisite: None

This course studies the relationship between business and politics in the United States by using, interpreting and applying data. Topics include corporate power, government relations, interest groups and associations, public opinion, lobbying and campaign activities.

Geoscience/Geography

Urban Soil Survey

400-level elective course

Credit hours: 4 credits/semester hours

Enrollment Cap: 15

Prerequisite: Math 140; Chemistry 105 or Chemistry 117; Geoscience 221;

Geoscience 209; Geoscience 346

This course provides hands-on, experiential learning opportunities in field and laboratory settings to comprehend geological and hydrological functions of urban soils. Physical, chemical, structural, and textural properties of urban and natural soils are compared and contrasted to evaluate soil quality and relate quality to environmental.

Philosophy & Religion

Ethics in Everyday Life

100-level course

Credits: 3 credits/semester hours

General Education Tier: 1

GED Mode of Inquiry: Language, Literary and Cultural Studies

Enrollment Cap: 25 [See motion below changing enrollment cap to 20]

Prerequisite: None

This course introduces students to basic ethical reasoning. Starting out from real-life situations, students analyze ethical problems by conceptualizing the moral intuitions and beliefs they already possess. With the help of short philosophical readings, they develop methods of applying ethical theories to moral decision-making in their disciplines and own lives.

English

Modern and Contemporary African Literature

200-level required course

Credits: 3 credit/semester hours

Enrollment Cap: 20

Prerequisite: English 213

This course introduces students to the diversity of African writings to consider the social, cultural, and historical contexts from which they emerge. Students will examine a variety of literature and will consider how writers address themes such as power, class, gender, colonialism, and globalization.

Discussion: The course **Algebra for College Students** introduces a new format for 100 level courses: both degree and non-degree credits. In the future, this course may be replaced with versions that separate tracks for students taking a STEMS major and a different track for students taking a social sciences or a humanities major. The University is attempting to reduce the number of developmental courses. This course will potentially replace the current course: Algebra for College. How the two types of credits for one course will be listed on a student's transcript is yet to be determined.

Motion made and seconded: The enrollment cap for **Ethics in Everyday Life** should be 20 to be consistent with General Education guidelines for Tier 1 courses.

Discussion: The Philosophy Department supports the motion. In the future the C&I committee will ask proposers to adjust proposals if the caps are not consistent with the General Education guidelines. The Ad Hoc General Education Executive Committee recommends that all General Education Courses adhere to the enrollment caps included in the approved General Education Program.

Motion: approved.

B. Elections Committee - Louise Stanton

Election of Senate Vice President to fill the remainder of the term (until May 2015 reorganization meeting)

Professor Steinberg withdrew as he does not wish to server as a "spoiler candidate" in the election.

Nominations received at previous Senate meeting:

Josh Fausty

Wanda Rutledge

Ivan Steinberg (nominee withdrew)

Additional nominations from the floor: none

Elected: Josh Fausty

C. Faculty & Professional Staff Affairs Committee - Audrey Fisch

Faculty & Professional Staff Affairs Committee (FPSA) Report

Monday, March 2, 2015

Part 1

Motion by the Faculty and Professional Staff Affairs Committee:

1. Funding for release-time should be increased so that all legitimate, reasonable faculty research proposals can be funded.
2. The Separately Budgeted Research (SBR) Committee should be constituted as follows:
 - a. 6 full-time faculty members should be elected by the university faculty community

- b. 1 faculty member should be appointed by the union* (distribution requirements based on the elected member will guide the selection of the union appointee)
- c. All faculty on the committee should be active, engaged scholars.
- d. Membership will also follow the following guidelines:
- e. 2 faculty from Professional Studies; 2 faculty from College of Education; 2 faculty from Arts and Sciences; 1 from the School of Business
- f. Only one member of an academic department/program can serve at the same time.
- g. Committee members shall serve terms of 3 years, with no consecutive terms allowed.
- h. Elections will be held in May with terms of appointment beginning in September.
- i. Terms of office shall be staggered so that each year two new members will be elected.

Part 2

Motion by the Faculty and Professional Staff Affairs Committee:

Whereas the Faculty Handbook defines chairpersons as “members of the faculty and are not of the Administration,”

Whereas the AFT Contract requires “The College/University [to] provide the Department Chairperson and faculty within the department a copy of the job description of the duties and responsibilities of the Chairperson position. The local Union shall be provided with a copy of the Chairperson’s duties and responsibilities. At least one semester’s notice shall be provided to the local Union of any anticipated modifications to any existing chairperson job description or of any newly created chairperson job description where they do not presently exist.”

Therefore, be it resolved that that all changes to the chairperson job description be submitted for review by the FPSA Committee at least six months in advance of any anticipated modifications.

Part 3

Motion by the Faculty and Professional Staff Affairs Committee:

New faculty should teach the equivalent of a 9-credit load (3-credits release per semester for the first two years of teaching) so that they can continue research, adjust to teaching at NJCU, and learn about and contribute fully to the university.

Discussion on Part 1 (SBR Committee):

How will “active, engaged scholar” be determined? Why is the School of Business’s representation one person? Why aren’t all the faculty members selected by the union? The number of departments in the colleges/school differs. The College of Arts & Sciences has at least twice as many departments as the other units of the University

combined. Should all members be elected by the faculty? If there is an even number of committee members, how will ties be resolved? Students do research and should also be on the committee. The student member could be either a graduate or undergraduate student. Students should not review faculty members' research proposals. Students are on the University's Board of Trustees and one is a voting member. Librarians are faculty and do research. The union member would be selected in a manner similar to how union members are selected for the UPC.

Motion made and seconded [to Amend motion in Part 1 of the FPSA Report]: change the number of committee members from 7 to 8 with two from each of the four entities (i.e., colleges and schools).

Substitute Motion to previous motion made and seconded [to amend motion in Part 1 of the FPSA Report]: change the number of committee members from 7 to 9 with two from each of the four entities (i.e., colleges and schools) plus one from the librarians.
Substitute Motion: approved.

Motion made and seconded [to Amend motion in Part 1 of the FPSA Report]: change the number of committee members to 10 by adding a student who would be a voting member.

Motion made and seconded: Separate the previous motion about a student member in two parts: membership and voting status.
Motion to separate approved.

Motion made and seconded: Add a student member to the SBR committee and thus change number of members from 9 to 10.
Motion approved.

Motion made and seconded: The student member of the SBR Committee shall be a voting member.
Motion not approved.

Motion by the FPSA Committee [presented in Part 1 of the FPSA Report concerning SBR Committee] approved as amended.

Discussion on Part 2 (Department Chairpersons):

Is this a union issue? Job descriptions by themselves are not union issues. What is meant by "review"? Passing this resolution would only be advisory to the administration but nonetheless would be moved to SACC where a policy would be discussed and potentially established. The resolution is another, and needed, attempt to increase communications and expand to others the discussions which the Provost has been having with the current department chairs and deans.

Motion by the FPSA Committee [as presented in Part 2 of the FPSA Report concerning Department Chairpersons] approved.

Discussion on Part 3 (Teaching Load):

What is meant by “adjust teaching” and “continue research”? New faculty need to be supported especially since they are urged to undertake service for their reappointments. The resolution includes more than the first two years as tenure track faculty. Overall, the number of SBR grants needs to increase since NJCU practice is not comparable to other similar universities such as William Paterson University. At CUNY, new faculty members receive 24 credits of release-time which is distributed over the first 5 years. NJCU needs to provide more guidance and support to new faculty members for all their activities. There should be a mechanism to evaluate the research of new faculty. The resolution is advisory to the administration.

Motion to amend the FPSA Committee’s motion in Part 3: change the in-load credits from 9 to 6.

Second not received.

Motion made and seconded to call the question.

Motion approved.

Motion by the FPSA Committee [as presented in Part 3 of the FPSA Report concerning Teaching Load] approved.

D. Graduate Studies Committee Report - Rosilyn Overton

Graduate Studies (GS) Committee Report

March 2, 2015

The committee met on February 23, 2015. A request for academic program approval for a **Masters in Music Performance Specialization in Composition** (32 credits) - was reviewed and the Committee recommends that it be approved.

This proposal outlines a new area of specialization in Composition within the M.M. degree in Music Performance, which will satisfy the requests expressed by many students from NJCU and other institutions.

This program uses neither new courses nor any additional departmental or university resources. It simply requires a change in emphasis to composition. It was developed in response to requests from students.

The program has been approved by the Senate Planning, Development and Budget committee and the Provost.

The Committee continues to work on a sample model course proposal, and anticipates being able to distribute it at the next Senate meeting. We then plan to have it available, along with the guidelines, on the University’s website.

For the information of those who wish to propose courses or programs, our next meeting is March 23, 2015.

Discussion of Report of the Graduate Studies Committee: Currently graduate students in music do not have the option of specializing in composition and potential enrollees attend other universities as a result. The proposal is very well done.

Motion by the GS Committee to approve a Masters of Music (M.M.) in Music Performance with a Specialization in Composition.
Motion approved.

E. **Planning, Development & Budget Committee Report** - John Laski

Planning, Development & Budget (PD&B) Committee Report December 1, 2014

In a regularly scheduled meeting held on November 24, 2014 in the School of Business Conference Room, the PD&B Committee, with a quorum present, (members not in attendance, Dr. Aaron Aska, Dr. Asheena Johnson) approved the following proposals:

1. **Music Performance: Specialization in Composition**, submitted by Dr. Amparo Fabra, outlines a new area of specialization in Composition within the M.M. degree in Music Performance, which will satisfy the requests expressed by many NJCU students. The proposed specialization will enable students to develop writing skills and techniques in a variety of styles and musical forms so that they can organize their thematic ideas into original compositions and arrangements, and more. The endorsement of the PD&B Committee is by unanimous vote of the members present.
2. **Interdisciplinary Minor in Cinema Studies**, proposed by Dr. Vera Dika, will enable our students to develop an in depth understanding of cinema, and the ability to analyze it, write about it, and conceptualize its various incarnations, and more. The endorsement of the PD&B Committee is by unanimous vote of the members present.
3. The Program entitled: **NJCU Principal Certificate**, submitted by Dr. Susan Phifer, is close to endorsement by PD&B, pending clarification on “financial aid” eligibility, the relationship between Master’s Students and Certificate students for headcount purposes, and the clarification on the current status of the LEAD program. Dr. Phifer or a delegate was invited to the PD&B meeting for purposes of resolution, and will be invited to attend our next meeting.

The Program entitled: **Master of Science with a Major in Nursing**, submitted by Dr. Dudas, Dr. Scardaville and Dr. Wright, which required clarification on Table 2, projected enrollment data as to method and sourcing, data for Table 3 in re: years 3,4,5, and the data used to generate Table 4, was continued with an invitation to be extended to attend our next meeting. Additionally, there are some capital and structural concerns that require

clarification, which are expected to be resolved at that time. PD&B will reach out to the applicants in order to help resolve these outstanding issues for our next meeting.

Chemical Physics and **Computational Science** are continued to the next meeting; however the PD&B Committee is noting that a signature of the College Curriculum Committee is missing from the submitted copy of the proposal. PD&B would like to have a copy reflecting all appropriate signatures prior to its review of the application. The next regularly scheduled meeting for PD&B is December 15th at 11:30 a.m. in the School of Business Conference Room.

Finally, the PD&B Committee is requesting the Senate to confirm outcomes pursuant to recommendations entertained last academic year, in re: current staffing at the Writing Lab. Specifically, we would like to know if there are more or less student tutors, paid staff and the prospects for a new “Assistant Director for the Writing Lab.”

Planning, Development & Budget (PD&B) Committee Report March 2, 2015

The PD&B Committee met in regular session on February 11th, 2015, February 25th, and the following actions have been taken:

Item One:

In re: previously discussed Carnegie Credit Hours, a report was given to the committee by one of our members with the following concerns remaining: impact on faculty, how credit is awarded for labs in Carnegie vs. current practice, and the impact on "blended" courses.

Item Two:

In the PD&B committee meeting (Wednesday, February 11, 2015), the committee gave conditional approval to the **Nursing** application subject to receipt before the Senate meeting (March 2, 2015) as follows:

1. The submission document must be updated and must incorporate the residuary of these conditions.
2. The updated document must be prepared and completed (given to the Chair) prior to the Senate meeting to be reported as completed and the conditions met.
3. Cover sheet must indicate the number of credits for the certificate program that is part of the application, as well as the credits for the master's degree (currently shows only one number)
4. Table 2 needs to have an added column for the enrollment expected for the certificate program.
5. Table 3 needs to be adjusted to show the ongoing costs of the new positions (hires) not just showing the first year's costs.
6. These amended numbers that will be corrected in item 5 should be reflected correctly throughout the document as appropriate.

7. Committee is uncertain as to why some courses (most) are 3 credits but in one case a course is 4 credits. What is the impact and implication for faculty load, etc.?

The conditional approval was unanimous by the members present.

Item Three:

With regards to the **Principal's Certificate** proposal (NJCU Principal Certificate), we are waiting for a reply. The PD&B committee has invited by email at least 3 times over the last year, a representative to speak to the application. The committee is waiting for this meeting to happen, so that the application can be finalized and resolved favorably. One of the pending issues surrounds the idea of financial aid eligibility as it seems the program is not full time, therefore may not be eligible for financial aid. We will try to email Dr. Hartman and Dr. Duncan in re: this matter.

Item Four:

The PD&B Committee by unanimous vote of the members present, approved the applications conditionally, for the Physics Department proposal at a previous meeting, until it was brought to the committee's attention that the form of submission did not comport with the current Senate guidelines. The committee has been discussing the importance of following policies and procedures as per Senate policies for program proposals, and the Physics Department's applications in Computational Science and Chemical Physics have not followed the current policy/procedure. The Senate Recommended Guidelines for New Minor Proposals clearly states " 3) Multidisciplinary and interdisciplinary programs should include, for signature on the proposer line, representatives of all participating departments." In the case of the Computational Science Minor proposal, there was no consultation with the Computer Science (CS) Department and therefore no signatures from the CS on that proposal. Additionally, other elements to be included in the proposal were lacking, which were not required in the earlier version of application. It seems the "timing" of submission has brought new informational requirements to bear, and as such, we are waiting for that specific information. The areas of inclusion are: Catalog Description, Rationale, Student Outcomes, Assessment Structure, Program Structure, Resources, etc. [2/10/14 was the date of submission to the Senate in re: the new guidelines]

Item Five:

The applications currently pending include the **B.S. in Exercise Science**, the remaining Physics Proposal, the remaining Prin. Certificate, and a new application for ROTC/Military Science, which are continued until our next regularly scheduled meeting, February 25th at 12:45 p.m.

Item Six:

Issues to be presented to the Senate include as follows:

1. We would like the Senate to formalize an arrangement with the VP of Finance (Dr. A. Aska) to be able to meet with the PD&B Committee in the March/April time frame, such that the university budget is available for input and suggestion PRIOR to its conclusion and submission.

2. We would like the Senate Executive Committee to more clearly and formally, define the "tasking" for the PD&B Committee, as currently it is vague and abstract; in effect, "impact" can be used to define "anything" and as such is the cause of much "confusion" as to the areas of entry for discussion and analysis. The next regularly scheduled meeting is set for Monday, March 16th at 12:45 p.m. in the School of Business conference room P414.

Report to the Senate February 2015 Addendum – March 2, 2015

The PD&B Committee met in regular session on February 25th, and the following actions have been taken:

The applications for the **B.S. in Exercise Science**, was approved by a vote of 3 to 1 in the form submitted.

The NJCU Prin. Certificate application was addressed by Dr. Hartman concluding with the request to place the application on a “hold” status pending new information from upcoming meetings with the State of NJ.

The new application for ROTC/Military Science is continued until our next regularly scheduled meeting, March 16th at 12:45 p.m.

The next regularly scheduled meeting is set for Monday, March 16th at 12:45 p.m. in the School of Business conference room P414.

Discussion: The conditions specified for full approval of the Nursing application have been met and consequently the application is now fully approved by PD&B. Senators are advised to adhere to the policy concerning proposals for minor programs which is posted on the Senate’s webpage under “Policies.”

F. Ad Hoc General Education Committees

**Ad Hoc General Education Curriculum Committee Report – Josh Fausty
March 2, 2015**

Since our last report, another dozen or so courses have received temporary approval, been assigned course numbers, and added to the PeopleSoft system. These courses appear on the new General Education Academic Planning Sheet.

The new General Education Academic Planning Sheet has been finalized and will appear in the Master Course List with a list of (temporarily approved) general education courses listed by mode of inquiry, tier, department, and course number.

Academic Planning Sheet 3-GS, (See Attachment 1) for continuing and new transfer students in Fall 2015 and Spring 2016, has also been finalized. It will appear in the Master Course List.

In their final form, each planning sheet includes a version date at the bottom of the first page to distinguish it from earlier versions.

These planning sheets will appear on the General Education website:
<http://www.njcu.edu/cas/general-education/>

With the forthcoming publication of the Master Course List, the General Education Curriculum Committee (GECC) will once again turn its attention to the permanent course approval process. Faculty whose course proposals have made their way to the level of the GECC, and who have submitted the requested revisions, should expect to hear from the GECC in the coming weeks.

Tier 3 courses will be needed for Fall 2016.

**General Education Executive Committee (GEEC) Report – Barbara Hildner
March 2, 2015**

For Fall 2015 approximately 60 sections of Tier 1 courses will be offered and 6 sections of Tier 2 courses. Only 15 additional sections of Tier 1 courses are needed to meet these goals.

Only new students entering NJCU in Fall 2015 will take the new General Education program. Returning students and new transfer students will take the modified, existing program as described on Academic Planning Sheet 3-GS. The GEEC anticipates have all the sections that will be needed for Fall 2015.

Discussion: The Senate resolution passed last month called on the Provost to widely publicize the modifications in the General Education program and specified several means but they have not occurred. One e-mail has been sent to students by the Provost's Office. Advisors were briefed by the chairs of the GEEC and GECC about the changes. The other means of notifying students specified in the Senate resolution have not taken place and many students are unaware of the changes. When the graduation requirement was recently changed from 128 credits to 120 credits, publicity to students was too little. Now again, why isn't there publicity on Gothicnet, Strand Vision and posters as the Senate resolution said. The Provost's Office stated it was waiting for finalized documents and acknowledged that students have to be communicated with more fully. Faculty serve as advisers and they will be notified through their deans and department chairs. A one page document has been prepared by the GECC for students and, hopefully, the Provost's Office will distribute it along with the other notices previously mentioned. The Gothic Alert system cannot be used to disseminate General Education information and may only be used for emergencies. The GECC prepared a one page introduction to General Education for students (see Attachment 2).

**VII. Modern Languages Department - Alberto Barugel
March 2, 2015 Senate Meeting**

PROPOSAL for a SECOND LANGUAGE REQUIREMENT

[See Attachments 3 and 4]

The Modern Languages Department of New Jersey City University will propose that we institute an all-university second language requirement for graduation.

There will be TWO ways for students to fulfill this requirement:

(1) **TWO SEMESTERS OF COURSEWORK.** Students who have no basic skills in a language other than English must take a minimum of six credits in one of the modern languages offered at NJCU: Spanish, French, Italian, German, Arabic, Japanese, or Mandarin.

(2) **DEMONSTRATE PROFICIENCY.** Students who have basic skills in a language other than English can be exempted from this requirement by demonstrating a certain level of proficiency in that language. This can be done by passing an exam such as the CLEP or the NYU Language Test, or achieving a level of NOVICE-HIGH on the OPI (Oral Proficiency Interview) per guidelines set by ACTFL (American Council on the Teaching of Foreign Languages).

Summary

WHAT WE OWE OUR MONOLINGUAL STUDENT POPULATION [approx. 35 % of our students]

Many of our NJCU students have a working knowledge of a language other than English. Those students will be able to test out of this requirement by demonstrating intermediate-level skills in that language. The ultimate purpose of this requirement is to address the needs of our native speakers of English who have not achieved any level of proficiency in a second language. Their lack of meaningful exposure to another language and culture will place them at a disadvantage when they graduate and try to compete for jobs. On the other hand, exposure to a different language and culture first-hand has been shown to open minds, open doors, and improve oral and written proficiency in one's native language. This initiative may not completely level the playing field when it comes to the language skills of our graduates, but it will be a step in the right direction.

Discussion of Modern Language Report: The documents are intended for discussion, not as a formal proposal at this time. About 60% of our students are already bi-lingual. Faculty members are invited to visit Modern Language courses and observe. Courses are not simply vocabulary memorization and grammatical conjugations. The goal is to expose students to at least a second language and to target the approximate 35% who are monolingual. Students in various majors should possibly have differing language requirements and exception would be acceptable as appropriate. NJCU is increasing internationalization. Students should have knowledge of two languages. When students are exempt through language testing, we would convey that their prior knowledge is recognized and respected. High schools are adding bilingual expectations and placing a special seal on diplomas. How would this proposal impact students' graduation? How many students are now able to graduate within the 120 credit requirement currently in place? We need that answer prior to adding credits. Please discuss this proposal with your colleagues.

VII. Adjournment

Motion made and seconded to adjourn.

Motion approved.

Meeting adjourned by President Riotto at 4:05PM.

Respectfully submitted,

Joseph H. Moskowitz, Ph.D.

Attachments:

1. Academic Planning Sheet 3-GS
2. General Education (prepared for students)
3. All-University Second Language Requirement Proposal
4. The Benefits of Second Language Study