



MEMORANDUM

University Senate

Professional Studies Building, Room 336; Extension 3459

MINUTES OF MEETING

Special Senate 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, Bumjung Kim; Criminal Justice, Bill Calathes; Early Childhood Ed. Regina Adesanya; Educational Technology, Chris Carnahan; Elementary/Secondary, John Bragg; English, Joshua Fausty; ESL, Anne Mabry; Finance, Rosalyn Overton; 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; Media Arts, Kathryn D'Alessandro; Modern Languages, Cora Lagos; Dept. of Multicultural Ed., Donna Farina; Philosophy/Religion, Sabine Roehr; Physics, Chris Herbert; Political Science, Joseph Moskowitz; 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; Computer Science, Mort Aabdollah; Economics, Ivan Steinberg; Educational Leadership & Counseling, Vaibhavee Agaskar; Fire Science, Kevin Malley; Literacy Ed., Fran Levin; Marketing, Michael Cole; Mathematics, Freda Robbins; Music, Dance & Theatre, Marc Dalio; Nursing, Gloria Boseman; Professional Security Studies, Bill Soo Hoo; Psychology, Patrice Dow-Nelson.

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 Special Senate Meeting
Monday, May 5, 2014, Gothic Lounge**

The Senate President, Dr. Karen Morgan Ivy, called the meeting to order at 4:05 PM. The agenda was approved by voice vote.

I. Assessment Structure of the General Education Program

Dr. Barbara Hildner introduced the Assessment Structure for the General Education program that had been proposed by the Ad Hoc General Education Assessment Committee (GEAC) and approved by the Ad Hoc General Education Executive Committee (GEEC):

**General Education Assessment Plan
Approved by the GEEC on April 21, 2014**

1. The purpose of programmatic assessment in the General Education program is to determine how well the program enables students to meet the six University-wide learning goals; and to provide the University community with data to inform recommendations for potential curricular revisions and instructional improvements to enhance student learning. Programmatic assessment results will *not* be used to determine individual student, faculty member, or department effectiveness.
2. All faculty teaching General Education courses will be expected to assign to their students, and make available for collection by the General Education Assessment Committee (GEAC), signature assignments that demonstrate the skills associated with the respective University-wide learning goals. For example, in courses in which critical thinking is addressed, signature assignments that require students to demonstrate critical thinking will be collected; in courses in which quantitative literacy is addressed, signature assignments that require students to demonstrate quantitative literacy will be collected; and so on for all six learning outcomes.
3. All signature assignments will be collected in all General Education courses. However, not all collected assignments will be scored every year. Rather, a statistically appropriate sample of the collected assignments will be selected for scoring to minimize labor and program costs without sacrificing assessment data quality.
4. Every academic year, the GEAC will train representative groups of faculty (assessment teams) to assess student work for the purpose of programmatic assessment. Each assessment team will include representatives from across the modes, and each team will be trained to assess specific learning goals. Faculty trained in assessing student work will score the selected signature assignments using GEEC-approved VALUE Rubrics. The GEAC will keep an archive of

collected signature assignments and maintain a database of the results of all programmatic assessment efforts.

5. In the first year of the program, signature assignments that address all six University-wide student learning goals will be scored to establish baseline scores and ensure the availability of initial assessment data for all six learning goals. This will facilitate informed decision-making about how to proceed in the second year. For example, the data collected on all six learning goals will reveal which, if any, of the learning goals most urgently requires curricular or instructional intervention, and whether any revision (or replacement) of the approved assessment instruments is required.
6. This assessment plan will be revisited by the GEAC in the second year to determine whether all six learning goals should be assessed in subsequent years, or whether a more focused annual assessment cycle should begin, according to which fewer than six learning goals will be assessed each year. The GEAC will present its recommendations to the GEEC; and the GEEC will make recommendations to the University Senate for approval.
7. In addition to the data collection and analysis described above, a longitudinal study will be undertaken, in which a cohort of students who enter the program in a given year will be followed through their completion of the capstone course. Their work will be analyzed separately from the other data maintained by the GEAC.
8. The GEAC will present its findings to the GEEC, the University Senate, and the NJCU community on an annual basis. Its findings will inform recommendations for General Education “closing-the-loop” activities, curricular revision, and instructional improvements.

A motion was made and seconded to approve the proposal. A motion was made to amend item #1 to read “Programmatic assessment results will *not* be used to determine individual student, faculty member, or department effectiveness, ***or for any personnel evaluation and/or decisions.***” (added words in bolded italics). A motion was made and seconded to accept amended item #1, which carried by a vote of 29-6.

The following motion was made and seconded:

The Gen Ed Assessment Committee will develop a statement that addresses confidentiality, record-keeping, and destruction of records that will be used for Gen Ed assessment. This statement could be appended to the plan.

The motion carried by a vote of 29-5. Another motion was made to accept this statement as #9 in the Assessment Plan, which was seconded and approved by a vote of 28-8. The motion was made and seconded to accept the Assessment Plan as amended, and approved by a vote of 32-4.

II. General Education Program Proposal Amendments

- (1) The following motion to revise the modes of inquiry distribution was submitted, seconded and approved by a vote of 25-2:

Be it resolved that the General Education distribution requirement for the modes of inquiry shall be revised to state that all students in General Education must take at least two seminars in each mode of inquiry and that these seminars will be taken in Tiers 1 and 2.

Be it further resolved that all references to the modes of inquiry distribution requirement in the General Education program proposal be revised for consistency with the new language proposed in this motion.

- (2) The following motion to revise the number of Math credits required in Tier 1 from “4 credits” to “3-4 credits” was submitted, seconded, and carried by a vote of 23-5:

Be it resolved that the Tier 1 Math requirement be revised from “4 credits” to “3-4 credits.” This will change the number of credits in the General Education program from “45 credits” to “44-45 credits.”

III. Revised Course Proposal Guidelines and Course Approval Cover Sheet

The proposed guidelines revised by the Senate Curriculum and Instruction Committee were reviewed (attached).

An amendment was proposed and approved to Item 13(a) – fourth sentence to change the following statement from:

“Each seminar addresses a topic that serves as a context in which students develop the communication, quantitative and research skills identified by the University-wide student learning goals.”

To:

“Each seminar addresses a topic that serves as a context in which students develop at least two of the University-wide student learning goals.”

Another amendment was offered to change the word “topic” to “content.” The motion did not carry with a vote of 5 for and 13 opposed.

The motion was made to accept the revised guidelines as amended and cover sheet was seconded and approved by a vote of 17 – 1.

IV. Undergraduate Minimum Graduation Requirements

The motion to accept the recommendation of the Academic Standards Committee that New Jersey City University reduce the minimum graduation requirements from 128 credits to 120 credits had been tabled at the Senate meeting held on October 2, 2012 pending revision of the revised General Education program. The proposal was approved by a vote of 16 – 2.

The Senate president, Dr. Morgan Ivy, was commended by the Senate for her outstanding management of a very difficult subject, the General Education Program Proposal.

The meeting was adjourned at 5:47 PM.

Respectfully submitted,

Bette Goldstein

Attachment
Revised Course Proposal Guidelines (aligned with General Education)

Senate Curriculum and Instruction Committee Guidelines for Requesting New Course Approval and Course Changes

[Revised and Approved on _____]

Each request must:

- (a) be printed on 8 ½" in. x 11 in." white paper,
- (b) be attached to the Course Approval/Change Routing Slip,
- (c) include the information indicated below with corresponding numbers,
- (d) in the case of graduate courses, be submitted to the appropriate dean and director of graduate studies prior to submission to the Senate Graduate Studies Committee; in the case of undergraduate courses, be submitted to the appropriate dean prior to submission to the Senate Curriculum and Instruction Committee; in the case of General Education courses, be submitted to the General Education Curriculum Committee prior to submission to the Senate Curriculum and Instruction Committee; in the case of 500-level courses, be simultaneously submitted to the appropriate dean, to the director of graduate studies, to the Curriculum and Instruction Committee, and to the Graduate Studies Committee; and
- (e) include all required signatures. Materials submitted become the department's and the University's official course information, available in University files to the State, accrediting agencies, and reviewers. Course proposals must be approved before they can be included in University publications.

1. **Abbreviated Course Title** (30 characters maximum)
2. **Full Course Title**
3. **Credits:** Indicate proposed number of degree or non-degree credits (i.e., semester hours) that students will receive for all course components combined. Indicate contact hours if applicable; if not, indicate whether an on-line course or a combination in-person and on-line course.
4. **Workload Hours:** The workload hours are used to calculate payment to the instructor; information is used on instructor assignment sheets. Examples: 3 w.h. for the course; ½ w.h. per student enrolled in the course.
5. **Course Components:** Indicate all that apply; indicate the credits (i.e. semester hours) associated with each component. Example: lecture (3 s.h.); lab (1 s.h.).
6. **Course Level:** Indicate proposed level of course. Examples: 200-level, 300-level, 600-level.
7. **Catalog Description** (50 words maximum. Use full sentences and the active voice.)
8. **Course Prerequisites or Co-requisites** (if applicable)
9. **Rationale:** Indicate the reason/purpose for course/change and the student audience for which it is intended. Please address external demand (i.e., Middle States accreditation, certification, licensure, employer requirements, changing community needs).
10. **Student Learning Outcomes and Course Goals** (include discipline-specific and generic): An "outcome" is a specific competency that you expect your students to master by the end of your course. The best way to begin this section is with the statement: "By the end of this course,

students will be able to...,” followed by your list of outcomes. *Graduate courses* should always involve higher-level competencies (cf. Bloom’s taxonomy), such as “interpret,” “analyze,” “design,” “organize,” “appraise,” and “evaluate.” *Undergraduate courses* may include some lower-level competencies, such as “define,” “list,” “recall,” “interpret,” “practice.” However, undergraduate courses (especially at the 300 and 400 level) *must* involve some higher-level competencies. *500-level courses* must involve higher-level competencies. Please refer to the attached verb sheet for some suggestions on discussing the higher and lower-level outcomes. (For General Education courses, please see Item 13.ii. below.)

11. **Instructional Procedures:** Describe recommended procedures in relationship to the specific student learning outcomes listed under Item 10.
12. **Course Content:** Provide a detailed outline that reflects the student learning outcomes (Item 10), and reflects the scheduling of the course content over the (usually) 15-week semester.
13. **Undergraduate General Education Courses** (if applicable):
 - a. Indicate whether approval is sought as a General Education course.
 - b. Proposals seeking approval for inclusion in General Education must indicate how the following General Education course requirements are met.
 - i. Indicate whether approval is sought in Tier 1 (Tier 1 Seminars), Tier 2 (Tier 2 Seminars), or Tier 3 (Tier 3 Capstones). **Tier 1 Seminars** comprise the first encounter with college-level work in concert with the composition and math courses. Each of these seminars provides introductory experience in at least one of the modes of inquiry that students will focus on more deeply in Tier 2. Each seminar addresses a topic that serves as a context in which students develop the communication, quantitative, and research skills identified by the University-wide student learning goals. The topical nature of the seminars also provides an opportunity for a meaningful introduction to interdisciplinary work. Each Tier 1 Seminar includes an orientation-to-college unit. **Tier 2 Seminars** build on the introductory work of Tier 1. While continuing to develop and reinforce skills in at least two of the University-wide student learning goals, each of these seminars focuses on a topic or theme and gives students more in-depth work in at least one of the disciplinary modes of inquiry. **Tier 3 Capstones** are the culmination of General Education at NJCU. In the Capstones, students work individually or with peers to design, develop, complete, and present research or creative projects. Each Capstone provides a hands-on experience in which students showcase their command of the skills they have been honing and the knowledge they have acquired in Tiers 1 and 2. The Capstones also provide an opportunity for students to integrate their work in General Education with early work in the major.
 - ii. Indicate which **two or more University-wide student learning goals** will be addressed in the course. (This requirement is covered more fully in Section 10 above and Section 18 below.) Courses seeking approval for Tier 1 and Tier 2 must include instruction in, and assessment of, the skills associated with at least two of the following six University-wide student learning goals: 1) effective writing skills; 2) effective oral communication skills; 3) effective quantitative literacy skills; 4) the ability to think critically to evaluate and solve problems; 5) effective information and technology literacy skills; 6) responsible citizenship in a culturally complex world.
 - iii. Indicate in which **Mode(s) of Inquiry** approval is sought. Courses seeking approval in Tier 1 and Tier 2 must meet the criteria for inclusion in at least one (and up to two) of the Modes of Inquiry: 1) Creative Process and Production; 2) Language, Literary,

and Cultural Studies; 3) Scientific and Quantitative Inquiries; and 4) Social and Historical Perspectives. Courses may be designated as intermodal if they meet the criteria for two Modes of Inquiry. Intermodal courses will meet the distribution requirements in two Modes of Inquiry.

14. **Graduate Course Status** (if applicable): Describe the unique aspects of the course that qualify it to be offered at the graduate level (600/700 number) or at the undergraduate/graduate elective level (500 number) in contrast to similar courses that might exist at the undergraduate level. Your description should be written in terms of the higher-level and lower-level outcomes you listed in Section 10.
15. **Programmatic/Departmental Outcomes**: Describe how the proposal supports the outcomes of your program.
16. **Degree Requirements**: Indicate any impact the proposal will have on degree requirements in your or other departments.
17. **Specialized Accreditation, Certification, and Licensure**: Indicate whether the proposal impacts a course/program that has or is seeking specialized accreditation, certification, and/or licensure.
18. **Assessment/Evaluation of Student Outcomes and Determining Student Grades**: “Assessment is...an ongoing process aimed at understanding and improving student learning. Assessment is concerned with converting expectations to results” (Angelo, 1995, pp.7-9). The purpose of assessment is to improve future performance (Parker, Fleming, Beyerlein, Apple and Krumsieg, 2001). “Evaluation is ... a more specific process aimed at determining what can be known about performance capabilities and how these are best measured. Evaluation is concerned with issues of validity, accuracy, reliability, analysis, and reporting” (American Psychological Association, 1999). The purpose of evaluation is to “... judge the merit or worth of a performance against a predefined standard” (Parker et al., 2001). Please note that all courses in General Education will be required to participate in programmatic assessment activities that are distinct and separate from those required by Item 18.
 - a. Describe how students will be assessed on an ongoing basis and how their performance will be evaluated. Describe examinations, term or research papers, special projects, class performance, seminar presentations, and portfolios in relation to student learning outcomes (Item 10). Include type of examination, nature of papers and projects, etc.
 - b. Please indicate the percentage assigned to each assessment/evaluation tool.
19. **Bibliography**: The bibliography format should be consistent throughout and in the acceptable style of your discipline (for example: APA, MLA, Chicago Manual, etc.). Use the format that students will be expected to use in your course. Use an asterisk [*] to indicate publications held in the NJCU library.
 - a. Required Text(s): It is suggested that three possible texts be listed.
 - b. Additional Required Readings: List as appropriate.
 - c. Supporting Bibliography: List a minimum of twenty references currently used in the field. Indicate which you recommend for purchase by the library. Videos and CD-ROM may be included.
 - d. Relevant Periodical Sources: List a minimum of five journals/periodicals to which students will refer.
 - e. Relevant Online Materials (if not noted above).

- f. If your bibliography does not follow the suggested format in a-e above, please explain why.
20. **Enrollment and Scheduling:** Indicate the frequency with which the course will be offered (e.g., fall, spring, SU1, SU2, every year, every 2 years) and the maximum and the minimum number of students recommended per section.

21. **Resources:**

- a. Describe the supplies and materials needed for the course.
- b. Describe the equipment that will be needed.
- c. Indicate whether the department's current space allocation is sufficient to offer the course. If additional space is required, outline needs.

22. **Budget:**

- a. Indicate whether the department's current budget will be sufficient for items noted above.
- b. If equipment or supplies will be needed, attach cost estimates with documentation.

Revised Cover Sheet for permanent course approvals (aligned with General Education)

[FORM REVISED/APPROVED BY THE UNIVERSITY SENATE ON 9---24---2012]

New Jersey City University

REQUEST FOR PERMANENT COURSE APPROVAL OR COURSE CHANGE

FULL COURSE TITLE: _____

ABBREVIATED COURSE TITLE (30 characters maximum) _____

TYPE OF APPROVAL SOUGHT:

New Course _____ Delete from Catalog _____ Other (specify below) _____ Change in Existing Course (specify change): _____

DEPARTMENT(S)/ACADEMIC UNIT(S) OF ORIGIN _____

STUDENT CREDIT/SEMESTER HOURS _____ **PREREQUISITE(S)** _____

TYPE OF COURSE (CHECK ALL THAT APPLY):

1 Undergraduate: _____

Graduate: _____

Less than 100_ 100_ 200_ 300_ 400_ 500_ 500_ 600_ 700_ 800_ 900_

2 Academic Foundations: _____ General Education Tier _____ General Education Mode _____

3 Major: Required _____ Elective _____ Minor: Require _____ Elective _____

Interdisciplinary Program: Required _____ Elective _____

FACULTY WORKLOAD: _____ **COMPONENT WORKLOAD HOURS:** Lecture _____ Lab _____ Studio _____ **COURSE CAP:** _____

FACULTY MEMBER(S) INITIATING THE COURSE/CHANGE: _____

APPROVAL RECOMMENDED

Chair, Department Curriculum Committee _____ Date _____

Chair, Department or Academic Unit _____ Date _____

Chairperson(s) Consulted, Department(s) Academic Unit _____ Date _____
Courses that cross departmental/unit lines must be submitted to other chair(s) for consultation before submitting to the dean(s)

Chair, College Curriculum Committee _____ Date _____

Dean, College of Origin _____ Date _____

Chair, Gen Ed Curriculum Committee (if applicable) _____ Date _____

Chair, Senate Curriculum and Instruction Committee or Chair, Senate Graduate Studies Committee _____ Date _____

Provost _____ Date _____

COURSE NUMBER: _____

Number assigned by Registrar

Notification	
Dean, CAS	Date _____
Dean, COE	Date _____
Dean, CPS	Date _____
Dean, GS	Date _____
Registrar	Date _____
Library	Date _____
University Senate	Date _____