

Centenary University Faculty Handbook: Policies & Notices 2023-2024



CENTENARY UNIVERSITY FACULTY HANDBOOK: POLICIES & NOTICES 2023-2024

TABLE OF CONTENTS

FACULTY POLICIES AND NOTICES.....	5
Centenary University Policy Statements:.....	5
Centenary University Civility Statement.....	5
Centenary University Conflict of Interest Policy.....	6
JOB DESCRIPTIONS & KEY INFORMATION FOR FACULTY, CHAIRS, AND DEANS.....	7
Job Descriptions.....	7
Deans.....	7
Department Chairs.....	8
Faculty Members.....	8
Other Related Information.....	13
Academy College Consortium.....	14
RIZE Courses at Centenary.....	15
SYLLABUS PREPARATION & RELATED INFORMATION.....	18
Syllabus Submission for Review Information.....	18
Information to Include on the Syllabus.....	18
General Information.....	18
Purpose of Course.....	18
Course Materials.....	19
Teaching Methodologies.....	19
Course Outline and Calendar of Class Assignments and Activities.....	19
Methods of Evaluation and Determination of Final Grade (<i>Assessment of Student Learning Outcomes</i>).....	20
University Attendance Guidelines.....	20
Other Related Information.....	21
University Syllabi Statement.....	21
Information About Academic Fees Beyond Tuition.....	26
GRADING POLICIES/PROCEDURES.....	27
Policies and Procedures.....	27
Grading System.....	27
Calculation of Grade Point Average.....	28
Incomplete.....	28
Removal of a Grade of “F” from Computations (<i>Note: This policy does not apply to graduate courses.</i>).....	28
Audits.....	28
Grade Confidentiality.....	29
Grievance of a Grade.....	29
Attendance and Engagement.....	29
Recording Attendance and Engagement.....	29
Attendance Guidelines.....	29
Student Records.....	29

Access.....	29
Directory Information	30
FACULTY EVALUATION PROCEDURES AND GUIDELINES	31
Faculty Evaluation Procedures and Guidelines	31
ABD and/or Progression of Terminal Degree Documentation	31
Summative Review	31
Criteria for Teaching, Institutional Service, and Scholarship/Contribution to the Profession.....	31
Summative Self-Evaluation Guidelines.....	32
Introduction.....	32
Preparation of Summative Evaluation Portfolio.....	32
Promotion Applications.....	32
Self-Evaluation	33
Modified Summative Review.....	35
Multi-Year Reviews Versus Summative Reviews.....	36
Title, Rank, Promotion, and Evaluation Guidelines	36
Professional Improvement Plans.....	38
Sections of PIP	38
Performance Matter Not Remedied.....	39
Performance Remedied: Conclusion of PIP.....	39
Annual Training in Faculty Personnel Evaluation	39
FACULTY COMMITTEES	41
Senate	41
Promotions and Tenure Committee Rules and Procedures.....	41
Confidentiality	41
Role of the Member	42
Voting.....	42
Evaluation Information	42
Conclusion of Promotions and Tenure	43
Curriculum Committee	43
Rules and Procedures	43
Curriculum Committee Proposal Guidelines	43
Membership.....	44
Forms	44
Curriculum Proposal Categories	44
Proposal Development	45
Policy on Majors, Concentrations, Minors, and Tracks.....	51
One-Year Program Review for Newly Approved Degree Programs	52
Three-Year Program Review for Newly Approved Degree Programs	54
Five-Year Program Reviews	55
Faculty Research and Development Committee (FR&D) Rules and Procedures.....	56
Student Research and Development Committee (SR&D) Rules and Procedures	56
Institutional Review Board (IRB) Rules and Procedures	57
Institutional Animal Care and Use Committee (IACUC) Rules and Procedures	57
Learning Outcomes Assessment Committee (LOAC)	58
Rules and Procedures	58
Procedures for Minutes for Standing Committees.....	58
CAMPUS OFFICES/RESOURCES.....	59
Office of Academic Affairs	59

Reporting of Faculty Absences	59
Advising	59
Registration, Course Changes, Etc.	59
Class Rosters and Grade Reports	59
Academic Success and Advising Center (ASAC)	59
Tutoring and Academic Coaching	60
Academic Success and Advising	60
Disability Services Office (DSO).....	60
Academic Code of Conduct of Centenary University	60
The Administration of Examinations, Tests, and Quizzes.....	60
Academic Review Board	61
Office of Career Development	62
Centenary Campus Store	63
Virtual Bookstore.....	63
Course Adoptions	63
Facilities Department	63
Work Orders	63
Emergencies.....	64
Human Resources/Faculty Benefits.....	64
Office of Information Technology (OIT)	64
Taylor Memorial Library.....	65
Information Literacy & Instruction Program	65
Registrar	66
CLEP	66
Independent Study Policy	66
Prior Learning Assessment Program	67
Fees	67
Campus Life	68
Counseling Center	68
The Writing Collaboratory.....	69
Handbook Revisions	69

FACULTY POLICIES AND NOTICES

The purpose of this document is to provide information regarding policies and procedures that apply specifically to faculty. Much of the information provided herein elaborates on what is contained in the *Constitution: Governance Procedures and Faculty Personnel Policy*. The *Constitution* provides a framework for shared governance subject to the authority of the president and the Board of Trustees of Centenary University.

Centenary University Policy Statements:

The Centenary University *Employee Handbook* is available on the university website in the Human Resources section. Among the policies are the three that follow:

Centenary University Civility Statement

Centenary University is committed to the ongoing challenge of creating and sustaining a civil and inclusive climate that is welcoming, respectful, and broadens our understanding of people whose identities, perspectives, and experiences may differ in age, socioeconomic class, color, culture, ability, ethnicity, family structure, marital status, gender identity and expression, national origin, immigration status, political ideology, race, religion, sex, sexual orientation, and physical appearance.

We expect:

- All members of our community will strive to recognize and affirm the inherent dignity and work of all people.
- That the free expression, exploration, and exchange of ideas will be encouraged in an atmosphere of academic freedom that is considerate and tolerant of others' beliefs.
- Our campus to be safe and free of incidents that create a demeaning or hostile environment.

These values are to be reflected in the classroom as well as in the broader working and living environments at Centenary. All members of our community are expected to act with integrity, to model these standards, and to hold ourselves and one another accountable for our actions and our words.

For additional information, please review the Centenary University Code of Ethics, which can be found on the Human Resources Policies & Notices webpage at <https://www.centenaryuniversity.edu/wp-content/uploads/2022/05/Code-of-Ethics-2023form.pdf>



Centenary University Conflict of Interest Policy

What is Expected: Full-time faculty members are expected to work together to meet the common goals of Centenary University—with loyalty and objectivity and avoiding conflicts of interest.

Section I.A of the Centenary University *Code of Ethics* states the following:

As members of the Centenary University community, all officers, faculty, staff members and student workers are responsible for conducting themselves with the highest ethical standards. The University values integrity, honesty and fairness and strives to integrate these values into its teaching, scholarship, business practices, and daily interactions among all members of the campus community. Persons representing the University must conduct themselves, at all times, with the highest ethical standards and in a manner that will withstand the sharpest scrutiny.

The Centenary University “Conflict of Interest Policy” is a subset of the *Code of Ethics*. Full-time faculty members and full-time members of the cabinet have many activities in their lives outside Centenary University. “Conflicts of interest” arise when full-time faculty or cabinet members’ personal, social, financial, or political activities have the potential of interfering with their loyalty and objectivity to the university. Actual conflicts must be avoided, but even the appearance of a conflict of interest can be harmful.

Ways That Conflicts of Interest Can Arise Outside Employment and Affiliations:

If full-time faculty or cabinet members have a second job with, teach courses at, perform services for, or serve as a director or consultant for an institution or an organization that is a competitor or supplier of goods or services, this raises an actual or possible conflict of interest. (The same point applies to jobs, teaching, and consulting for an institution or organization that is seeking to become a competitor or supplier.)

Some arrangements of this kind are never permissible—for example, holding a full-time teaching or administrative position at another college or university, or working for or providing services to anyone with which the full-time faculty member deals as part of his or her position at Centenary.

Outside Affiliations with Competitors or Suppliers: No outside affiliations with competitors or suppliers are permitted unless the full-time faculty member obtains written approval from the vice president for academic affairs, or the cabinet member obtains the written approval.



JOB DESCRIPTIONS & KEY INFORMATION FOR FACULTY, CHAIRS, AND DEANS

Job Descriptions

Deans

Deans lead schools/areas comprised of a cluster of academic disciplines or specialties. They are appointed by the vice president for academic affairs (VPAA) with input from relevant faculty and staff. Deans are responsible for academic operation of the programs within their schools/academic areas, providing leadership, guidance and support to their units' students, faculty and staff. These positions report to the vice president for academic affairs.

Deans are expected to display these qualities and perform these roles:

- Embody the role of leader, mentor, and visionary for the entire school or academic area with a demonstrated commitment to open, transparent communication;
- Play a key role in recruiting, mentoring, and retaining faculty and staff within the school or academic area and serve as an advocate to university leadership in support of opportunities that will foster career development and achievement of professional and individual goals;
- Create a shared purpose and vision for the school or academic area that reflects and advances the mission and strategic direction of the university;
- Oversee, direct, and work collaboratively with any directors or coordinators of specific programs within the school or unit;
- Work with University Advancement in raising endowments, obtaining external grants, and other initiatives that support the work of the school's or unit's faculty, staff, and students;
- Identify and establish sources of revenue other than that generated through program enrollment;
- Work to maintain the school's or unit's specialized accreditations and assist with maintenance for Middle States accreditation for the university.
- Assure that programs are current with respect to curriculum and learning outcomes, and assure that faculty and staff possess the necessary credentials;
- Achieve enrollment goals (for new and returning students) in conjunction with University Admissions;
- Represent the school or unit to the faculty, staff and administrators of Centenary University;
- Represent the school or unit to a wide range of university-related constituencies including community stakeholders, the professional community, alumni, and donors;
- Recommend academic and administrative policies and procedures of specific interest or purpose for programs within the school or unit;

- Formulate and monitor the budget for the school or unit and provide budgetary program reports for initiatives to the VPAA upon request;
- Advance the goals of the university, Division of Academic Affairs, and the faculty;
- Evaluate all faculty and staff within the school or unit;
- Perform other duties as assigned.

Department Chairs

Department chairs manage academic departments. Chairs are elected for three-year terms (unless otherwise designated) by their respective department members by written ballot and confirmed by the chief academic officer. Department chairs have responsibilities in the summer as outlined in the *Chairs Guidebook*. Department chairs are subject to recall by (a) a three-fourths vote of their electing constituency, or (b) the VPAA/CAO, for failure to fulfill their responsibilities. In the event that a department is unable to elect a member as chair, one will be appointed by the chief academic officer. Chairs are evaluated annually by the VPAA/CAO and the members of the department and report directly to the VPAA/CAO.

Chairs are expected to perform the following duties:

- Recruit, mentor, and work, to retain faculty and staff within the department;
- Supervise the development of teaching schedules, student advising, and faculty coverage that optimize student learning opportunities;
- Oversee, direct, and work collaboratively with any directors of coordinators of specific programs within the department;
- Work to maintain specialized accreditations for accredited programs within their departments.
- Assure that programs are current with respect to curriculum, and learning outcomes, and assure that faculty and staff possess the necessary credentials;
- Advance enrollment goals (for new and returning students) in conjunction with University Admissions;
- Serve on designated committees and as the designated representative to the Centenary community, other community partners, and relevant stakeholders;
- Enforce and manage university-approved policies;
- Maintain and monitor departmental budgets, including adjunct and overload budgets;
- Manage student/faculty matters such as, but not limited to waivers, disputes, grievances.
- Advance the goals of the university, Academic Affairs, and departmental programs;
- Perform other duties as assigned.

Faculty Members

Faculty members report to the appropriate department chair or dean. Faculty members are expected to be effective teachers, to take part in the affairs of the university, and to possess an understanding of the nature of the university, i.e., the image and characteristics. Faculty members are expected to follow the policies and procedures of the university as outlined in this document and the Centenary University *Employee Handbook* and *Constitution: Governance Procedures and Faculty Personnel Policy*. Faculty members are expected to set goals for professional development each year, and to fulfill these goals as a condition of their



employment with the university.

Faculty Qualification Policy: This policy articulates the method used by Centenary University to ensure students are taught by faculty members who are experts in the subject matter they teach and who can provide a high-quality educational experience. This policy applies to all faculty members whose primary responsibility is teaching, including full-time, part-time, adjunct, dual credit, temporary, and/or those responsible for developing curricula.

Credentials outlined in this policy represent minimal requirements. Tested experience may substitute for an earned credential or portions thereof. Acceptable tested experience is determined by department chairs or deans and approved by the chief academic officer and may include teaching experience at appropriate levels, work experience, licenses, certifications, and/or other experiences.

At Centenary University, faculty teaching at any level shall possess an earned academic degree specific to the field or sub-field one level above the level at which they teach, except in programs for terminal degrees in which faculty must possess the same level of degree. If prospective faculty members do not possess earned degrees specific to the fields or sub-fields above the levels they teach, approved evidence of professional and/or tested experience appropriate to the specific field or sub-field in which they teach must be provided. There may be times when a uniquely qualified person not necessarily meeting stated minimum qualifications may be given an exception for a specific duty and for a fixed period of time. In such situations, the department chair must submit a written justification for the exception indicating why the appointment is appropriate. The justification and exception must be approved by the chief academic officer.

All faculty applicants are required to submit unofficial transcripts during the application process. If the applicant's CV and unofficial transcripts show qualifications for the position based on the guidelines in this policy and the "Faculty Minimum Qualifications" document, then the applicant may be considered a candidate for employment.

If an applicant does not meet the minimum credential level articulated in this policy or the "Faculty Minimum Qualifications" document, the applicant may still be considered for hire based on professional and/or tested experience as indicated on the "Faculty Minimum Qualifications" document. In such cases, the department chair must submit the written justification and all supporting documentation to the chief academic officer for approval. Once approval has been obtained, all forms and documents are retained in the faculty HR file.

Responsibilities of All Full-Time Faculty Members - The responsibilities of all full-time faculty members are as follows:

1. **Teaching**—Provide high quality, student-centered instruction in courses agreed upon with their department chair/dean; establish and assess learning outcomes; maintain high academic standards; challenge students; provide regular feedback to students on their individual progress, grade timely and fairly in accordance with university policy; keep regular accurate attendance records; reinforce the skills and knowledge set forth in the Centenary Learning Outcomes and discipline learning outcomes; and commit to the policies and goals of the university. (See below for teaching load.)
2. **Advising** Provide academic counseling for students that helps them to make appropriate choices and succeed academically; develop an academic completion plan as needed for financial aid; guide students to select courses that are in sequence to ensure on-time completion; help students document

their academic progress; help students set attainable goals; refer students to people who can help them with their concerns; serve as advisors to student organizations as asked; maintain regularly scheduled office hours that provide students the opportunity to interact. Faculty members are expected to maintain a minimum of four office hours a week that are well spread out (hours) over four days during fall and spring semesters. Faculty are expected to be familiar with broad academic policies and procedures such as, but not limited to repeating a course, FERPA, change of major, LOA procedures and credits required for full-time status.

For additional information pertaining to expectations for teaching and advising, see the section titled, “Faculty Evaluation Procedures and Guidelines” and/or the *Academic Advising Handbook*.

3. **Governance**—Serve on university committees as assigned; attend and participate in department and faculty meetings; initiate proposals for change in areas such as curriculum, and the rules and methods for the conduct of the education purpose.
4. **Office Hours Policy**—
 - **Fall and Spring Semesters**—Centenary University is open and active five days per week—Monday through Friday, 8:00 am–9:40 pm. During fall and spring semesters, full-time faculty members are expected to be present on campus at least four days per week, with at least one office hour (60-minute minimum) each day, offering students different times of the day/class periods. The fifth day is designated for scholarship/faculty development and course preparation. Full-time faculty members are expected to work with their respective chairs/deans to create office-hour schedules that best support our students and the departments/schools overall throughout the week. Office hours are to be held in the on-campus office unless another mutually agreed upon location is established in advance of the start of the semester with the chair /dean. One or two hours a week may be designated as virtual office hours and conducted from any location that will support a professional atmosphere, provided the plan reflects the faculty member’s mix of on-ground versus online assignments and is approved by the dean/chair in advance of the start of the semester. Virtual office hours do not need to be conducted in the on-campus faculty office. Microsoft Teams or Zoom should be open for calls during this office hour. Faculty members teaching in fully online programs should talk with their chairs/deans about additional virtual office hours for their students each semester. Full-time faculty members teaching graduate courses may hold a broader range of hours to accommodate working professionals provided the hours are approved by the chair/dean.
 - **Summer Sessions**—During summer sessions, faculty members on nine-month appointments hired on separate summer instructional assignments should be available to meet with students on ground or online during times specifically identified on their syllabi. Minimum specified times should total at least 60 minutes per week for each 3- or 4-credit course during the weeks these courses are active. Additional availability by appointment at other times that are not specified on the syllabus should also be made available.
 - **Summer Sessions for 12-Month Faculty**—Faculty members on 12-month appointments should propose to their summer-session supervisors an approach to holding office hours for their individual summer assignments. The supervisor holds the responsibility to approve proposed plans or reach a solution agreeable by both parties and convey that agreement to the VPAA. If an

agreeable solution cannot be reached, the VPAA holds the authority to assign an office-hours plan to the 12-month faculty member.

- **Full-time Faculty Responsiveness to Emails**—All full-time faculty members, regardless of serving on a 9-, 10-, or 12-month assignment should be responsive to all student and university emails. If checking email within 72 hours is not possible, please notify your chair or dean and agree on other arrangements to ensure Centenary is responsive to its student and employee population.

5. **Support of University Functions**—Assist the Department of Admissions and University Advancement with recruitment and fundraising efforts; assist the library director in updating the library collection; work cooperatively with the staff in the Academic Success and Advising Center in order to ensure student success; and support University-sponsored activities. For additional information pertaining to expectations for institutional service, see “Faculty Evaluation Procedures and Guidelines.”
6. **Scholarship**—Keep current in the field by further study, publication of original work, production of an original performance or piece, and/or attending and participating in conferences or meetings relevant to their fields.

To support the area of scholarship, Centenary makes available faculty development funds to be administered by the appropriate faculty committee. The chief academic officer has the right to make final approval of the allocation of the funds.

While general expectations for contributions to the profession and scholarship can be found in the *Faculty Handbook* (see “Faculty Evaluation Procedures and Guidelines”), each department and school shall maintain a rubric detailing department- program-, or school-specific criteria for contributions to the profession/scholarship. Therefore, faculty should consult with their department chair or dean regarding department, program-, or school-specific criteria and expectations for contributions to the profession/scholarship.

7. **Professional Consulting**—Professional consulting, which includes teaching at other colleges, must be approved by both the department chair or dean and the VPAA. During the fall semester, each faculty member should provide the department chair or dean and the VPAA a summary of additional work and/or consulting commitments outside Centenary University during their contractual period (9 or 12 months). Although it is recognized that outside professional work and/or consulting (with or without additional compensation) may be recognized as appropriate professional activity to the extent that it enhances the faculty member’s stature and revitalizes teaching/research capabilities, it must be understood that these additional outside commitments can, in no way, conflict with primary work at Centenary University, and cannot dictate special schedule arrangements.
8. **Technology, LMS**—All faculty are expected to complete training in Moodle and other tools and technologies annually. In order to remain agile, faculty should be technologically ready to pivot to remote instruction at any time.
9. **Pharos Early Alert System**— All faculty are expected to utilize Pharos. At a minimum, faculty must respond to early alert surveys (red light, green light) and whenever possible, post notes of concern and follow-up on academic concerns noted by others.

10. AAUP Statement on Professional Ethics, 2012—

Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.

As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors.

Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.

As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and define the free inquiry of associates, even when it leads to findings and conclusions that differ from their own. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.

As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decisions upon the program of the institution and give due notice of their intentions.

As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

For guidance with complaints or grievances related to professional conduct, please consult the guidelines for the Mediation and Policy Panel of the faculty (Article XI of the Centenary University *Constitution*).

In addition to the "AAUP Statement on Professional Ethics," Centenary University has also adopted the following in-house "Statement of Professionalism":



“Faculty should demonstrate respect for others and the ability to work cooperatively and effectively with colleagues, students, staff, administration and Board members. Although Centenary University believes that the right to criticize and disagree are the cornerstones of academic freedom, such criticisms and disagreements should be respectful and made in the spirit stimulating positive debate and discussion.”

In addition, the following applies to faculty members:

Full-time faculty members shall be required to be in attendance during the entire academic year as determined by the Board of Trustees unless excused by the chief academic officer. Such planned absences may result in a prorated reduction in salary.

If a leave-of-absence is requested by a faculty member for a purpose that is considered to be of professional value to the faculty member in the performance of their duties at the university, and to the advantage of the university, and if, in the opinion of the president of the university, satisfactory arrangements can be made to care for the faculty member’s normal load during the absence or leave, the president of the university may grant the request for leave for such period and on such terms as the president may determine.

The sick leave policy can be found on the Human Resources Policies & Notices webpage at <https://www.centenaryuniversity.edu/human-resources/policies-and-notice>.

All faculty are expected to log sick time in ADP.

Faculty schedules and syllabi must be provided to the department chair or dean prior to the start of the semester. Following approval, the department chair or dean will forward the schedules and syllabi to the faculty administrative assistant for distribution and filing. Office hours must be posted outside of each office and online via Moodle in each class.

Faculty members are responsible for retaining and maintaining personal copies of all reports and documents necessary for evaluation including, but not limited to, teaching evaluations, documentation of professional activities and prior evaluation reports (see “Summative Self-Evaluation Guidelines”).

Other Related Information

Field Trips—Experiential learning is important and effective, and field trips are encouraged, where appropriate. Faculty must carefully plan for transportation, student safety, appropriate supervision, etc. Faculty should check with campus life personnel regarding questions about field trips. For trips that involve overnight stays, it may be appropriate to have the students sign a release statement. The itinerary and contact information must be provided to the Office of Academic Affairs with copies to the Campus Life Office.

Laptops and Technology Integration—Faculty are issued laptops by the university. Faculty members are encouraged to use the laptops and the university LMS in a manner that makes students active participants in the learning process, and in such a manner that communication is better facilitated. Loaner laptops are available in the library for use by faculty, staff, and students.

Course Modalities & Instructional Methods—The term, “course modalities,” describes the way faculty



members connect with their students to deliver instruction in a course. Typically, these modalities (a) asynchronous online, (b) synchronous online, (c) blended, (d) hyflex, or (e) on-ground. Please note the following distinctions regarding course modalities:

- Course modalities that are delivered requiring students to participate all or some of the class time online are identified in the "Room/Instr Methods" column in the listing of the course in the schedule of classes students use to enroll in a course.
- Hyflex courses are identified by the letters "HF" that appear as the section identifier immediately following the course prefix and number.
- If ON ASYNC, ON SYNC, BLD, ON, or ONLINE are not listed in the Room/Instr Methods column, or the letters "HF" are not a part of the section identifier, then the course is fully on ground.

Course modalities cannot be changed for a student during the semester unless a student qualifies for an accommodation through the Disability Services Office (please refer students to the DSO in the Academic Success and Advising Center or at dso@centenaryuniversity.edu). Hy-flex courses that have the option of being on-ground or virtual can allow students to switch modalities, but the process for this switch must be clear in the syllabus. If faculty members are willing to offer a virtual option temporarily or on occasion for their on-ground classes, this option should be clearly stated in the syllabus as part of the attendance policy. If you plan to offer remote attendance long-term or for every class, that class should be listed as hyflex in the schedule of classes.

Acadeum College Consortium

In order to offer students continued support through their educational journeys, Centenary University offers a variety of online course through Acadeum College Consortium. The Acadeum network facilitates online course sharing among institutions that have similar academic goals and standards. Centenary's goal in joining this network is to help students stay on track to completion. Courses taken through Acadeum are fully online and are transcribed on the student's Centenary transcript.

A course taken through Acadeum is considered institutional credit and will impact a student's GPA, just like any Centenary University course would. Completing a course through Acadeum can assist students academically by allowing them to—

- Repeat a course,
- Stay on track to degree completion,
- Increase their GPAs,
- Take a course that is not offered during a given semester at Centenary University, and/or
- Take a course if they need full-time credits or eligibility.

Course-Approval Process—

1. Students should meet with their academic advisors to review their remaining degree requirements and to discuss how an Acadeum course may benefit their plans for their degrees.
2. Advisors and students can view and explore the course offerings at the following link: **[Approved Online Consortium Course Offerings](#)**

- Students should click the above link and create an account in using their Centenary University email address. Students can then login and search for courses.
 - Advisors can also use this link to create an account and view course options. Simply use your Centenary University email to create a “student” account.
3. Through their student Acadeum accounts students can submit course registration requests.
 4. Once the student has submitted a registration request, the Registrar’s Office will contact the student’s academic advisor for confirmation and approval. The advisor will be sent an Acadeum Approval form for advisor approval. This form will need to be signed by the student’s advisor and returned to the Registrar’s Office prior to completing the student’s enrollment. (Note: If an advisor does not provide this form within a timely manner, then the student’s program’s chair or dean may sign this form for processing.)
 5. The Registrar’s Office will either deny or approve the registration based on eligibility and advisor feedback.
 6. The student will receive an email communication from the Registrar’s Office with additional information about the enrollment decision and next steps, if approved.
 7. Students take the online classes taught by another institution, and the grades transfer back to their Centenary transcripts.

Please note that all registrations are still dependent on Centenary approval on a student-by-student basis. Students are encouraged to consult with their academic advisors about course options and registration. At this time, Acadeum is not currently approved for veterans/ dependents using education benefits through the Department of Veterans Affairs or DoD (TA).

Questions about the registration or approval process can be directed to the Office of the Registrar.

RIZE Courses at Centenary

Centenary University maintains an agreement with RIZE to offer specific sets of courses in financial planning, public health, computer science, supply chain management, and project management. These courses support either a major (CS), a concentration in a major (SCM & PM in our BS Business Administration degree), or prepare students for an external professional exam. Students who want to take these courses register for them at Centenary University and pay tuition to Centenary. The agreement was developed through the Lower Cost Models for Independent Colleges (LCMC) Consortium.

Faculty who teach these courses are faculty who have been hired at member institutions and are paid by those institutions to teach these courses typically for their students on their campuses and for additional students who participate online from member colleges and universities.

All participating college and universities are regionally accredited institutions. All faculty and courses meet the standards of the regional accreditation body in which the member independent college is a member.

Programs Using Rize Courses—The following programs make use of Rize courses as required or elective courses at Centenary University.

1. **BS Computer Science.** Of the 120 credits required for the BS Computer Science, 30 credits are taught as Rize courses through the LCMC. The courses are the following:

CSC 1020—Programming for Everyone I	CSC 3020—Introduction to C
CSC 1021—Programming for Everyone II	CSC 3030—Hardware I
CSC 2030—Web Development	CSC 3040—Data Structures
CSC 3010—Application Development I	CSC 4050—Algorithms
CSC 3011—Application Development II	CSC 4070—Capstone & Project

Each course is 3 credits.

2. **BS Public Health.** Of the 120 credits required for the BS Public Health, 15 credits are taught as Rize courses through the LCMC. The courses are the following:

PUB 2000—The History of Public Health	PUB 3010—Health Services
PUB 3000—Epidemiology	PUB 4000—Public Health Studies I
PUB 4010—Public Health Studies II	

Each course is 3 credits.

3. **BS Business Administration—Project Management.** Of the 120 credits required for the BS Business Administration—Project Management, 12 credits are taught as Rize courses through the LCMC. The courses are the following:

PMM 3010—Introduction to Project Management
PMM 3020—Project Planning
PMM 3030—Project Execution, Monitoring, & Control, Implementation & Closure
PMM 3040—Advanced Project Management Practicum

Each course is 3 credits.

4. **BS Business Administration--Supply Chain Management.** Of the 120 credits required for the BS Business Administration—Supply Chain Management, 9 credits are taught as Rize courses through the LCMC. The courses are the following:

SCM 3010—Forecasting & Logistics
SCM 3020—Sourcing & Operations
SCM 4030—Supply Chain Capstone

Each course is 3 credits.

5. **Preparation Courses for the Certified Financial Planning Exam.** This set of courses is a set of seven courses designed to prepare students to take the Certified Financial Planning Exam:

CFP 311—General Principles of Financial Planning
CFP 312—Risk Management and Insurance Planning
CFP 313—Investment Planning



CFP 314—Tax Planning

CFP 315—Retirement Savings and Income Planning

CFP 316—Estate Planning

CFP 317—Capstone Course in Financial Planning

Each course is 3 credits. No credential nor certificate is awarded. Students take as many or as few as they wish. The CFP Exam is offered by the CFP Board, a professional organization that certifies the preparation of certified financial planners.

SYLLABUS PREPARATION & RELATED INFORMATION

Syllabus Submission for Review Information

Deans/Chairs review all syllabi for adherence to common syllabi elements (see below) as well as other discipline/dept/school relevant policies. To allow for adequate review time, all syllabi are due to the Dean/Chair at minimum 30 calendar days prior to the start of the semester of relevance for the syllabus. If a 9-month or 10-month faculty member chooses to not work on University matters during the summer break, the Fall syllabus can be submitted for review in May following the completion of the Spring semester.

Information to Include on the Syllabus

General Information

Syllabi must include general course information—i.e., instructor’s name, office location and hours, time and location of the course, email address, and any other pertinent details.

Purpose of Course

This section should include comments on the type of student expected to take the course, the relationship of the course to the overall university curriculum, and the course’s relationship to the core and/or the student’s major program of study.

Program Learning Outcomes Every program has established student learning outcomes. Learning outcomes should be clearly stated and included in every syllabus.

Centenary Learning Outcomes In addition to program learning outcomes, Centenary University has specific learning outcomes that reflect the primary skills and knowledge students expected to acquire.

In April 2021, the Centenary faculty adopted the CLOs. Specific CLOs may be included in syllabi. CLOs are included as part of the universal syllabi statements. It is very important for assessment purposes that all stakeholders understand the value-added that the CLOs represent that result from a Centenary education. By the time the students graduate from Centenary University, faculty expect that in addition to more discipline-specific outcomes, students will be able to demonstrate the following:

1. **Communication:** Communicate verbally in writing and visually in ways that indicate an understanding of diverse audiences, genres, and mediums.
2. **Critical thinking:** Critically and creatively apply knowledge to evaluate, synthesize, connect, and critique qualitative and quantitative information across disciplines.

- 
3. **Information literacy:** Locate, evaluate, integrate, and cite properly vetted qualitative and quantitative evidence.
 4. **Diversity:** Integrate and apply knowledge from multiple diverse perspectives using integrity, social responsibility, and ethical behavior.
 5. **Collaboration:** Foster engagement locally and globally by working thoughtfully and respectfully with culturally and socially diverse individuals and groups.

Both the full-time and adjunct faculty provide many opportunities in the courses they teach for students to hone their skills in terms of the CLOs. It is important that the faculty can demonstrate this in each syllabus by referring to the CLOs after the course objective/learning outcomes, where applicable.

The following is an example:

Course Learning Outcome:

1. Student will be able to demonstrate their research findings in a well-organized presentation to the class. (CLO1)

Course Materials

Provide (a) bibliographic citations of all texts and required readings; (b) information on reserved or recommended readings; and (c) a listing of other materials necessary for the successful completion of the course. An ISBN # for all required books must be included.

All faculty are encouraged to consider open educational materials (OEM) where possible. Please contact the Tayler Memorial Library for assistance with OEMs for specific courses and disciplines.

Teaching Methodologies

Provide a specific statement describing the various teaching techniques to be employed to foster student-centered learning: experiential opportunities, technology integration, projects, class discussions, student collaboration, student presentations, films, lectures, guest speakers, lab experiments, field research, recordings, and others. Also, as appropriate, explain to students why certain pedagogical methods have been selected.

Faculty are encouraged to incorporate service learning wherever possible. Expanding service-learning offerings is part of the university strategic plan. Interested faculty should contact the community engagement and service-learning coordinator.

Course Outline and Calendar of Class Assignments and Activities

Students must receive at least a general outline of the major topics or units to be covered, and in what sequence, as well as a calendar of readings and due dates for assignments. This document applies to undergraduate and graduate traditional, online, and blended courses.

Methods of Evaluation and Determination of Final Grade (*Assessment of Student Learning Outcomes*)

In fairness to students, and given the national emphasis on assessment, it is imperative that this section of syllabi be stated clearly, specifically, and accurately. In concise, direct terms, explain to students the exact nature of each evaluation aspect of the grade. Explicitly state what percentage of the final course grade each evaluated performance represents. For example:

Quizzes on the Reading	15%
Student Research Project	20%
Student Team Project	20%
Student Final Presentation	25%
Threaded Discussions	<u>20%</u>
Total.....	100%

The “Methods of Evaluation” section must include the following: (a) policies on late assignment and make-up opportunities, including penalties if any; (b) academic dishonesty; and (c) the student’s responsibility for completing all evaluated assignments on time and according to specified guidelines.

In this section of the syllabus or in an appendix, faculty members should provide a clear and thorough explanation of all major, graded course assignments. The explanation should include a statement of expectations and guidelines on format, style, content, and documentation, and a checklist of evaluation criteria. If faculty members use a rubric to evaluate an assignment, the students should receive copies of the rubric at the beginning of the semester; and faculty should review the rubric with them.

Faculty members should take caution regarding the methods of evaluating individual students’ class participation if this element of student performance counts for part of the grade. While active oral participation by students is desirable, and quality participation is a useful indicator of student learning, care should be given to overweighting oral participation in the determination of the final grade. If class participation constitutes a percentage of a student’s final grade, the faculty member must be prepared to document the quality of that participation and measure it as objectively as possible, in accordance with criteria made available to all students at the beginning of the term.

University Attendance Guidelines

Statement on Syllabus—While Centenary is designated as non-attendance taking for Title IX purposes, university attendance guidelines should be included in all syllabi along with any additional attendance statement. All syllabi must account for online/remote attendance taking as well as in-person or on-ground. An attendance policy must be stated on the syllabus and distributed to students on the first day of class. Faculty are permitted to drop students from their course for excessive absences. Be sure excessive absence

is well defined in your syllabus.

Other Related Information

University Syllabi Statement

Full-time faculty and adjuncts should not copy the below statements to their syllabi. Instead, they should reference them in their syllabi in some manner such as,

“PLEASE NOTE: This course adheres to all Centenary University syllabus statements as found on Moodle, with additional clarification below.”

Faculty should then display on their syllabi any additional syllabi statement specific to that course.

Students are responsible for the following university syllabi statements (updated March 2022).

STUDENT RESPONSIBILITIES—Students are responsible for reviewing and abiding by these statements. Any questions should be directed to instructors.

CENTENARY LEARNING OUTCOMES (CLOs)

CLO 1: Communication: Communicate verbally, in writing, and visually in ways that indicate an understanding of diverse audiences, genres, and mediums.

CLO 2: Critical thinking: Critically and creatively apply knowledge to evaluate, synthesize, connect, and critique qualitative and quantitative information across disciplines.

CLO 3: Information literacy: Locate, evaluate, integrate, and cite properly vetted qualitative and quantitative evidence.

CLO 4: Diversity: Integrate and apply knowledge from multiple diverse perspectives using integrity, social responsibility, and ethical behavior.

CLO 5: Collaboration: Foster engagement locally and globally by working thoughtfully and respectfully with culturally and socially diverse individuals and groups.

CLASSROOM CONDUCT: Students are expected to be respectful and courteous to their fellow classmates and their instructors in all correspondence, whether in class, through email, positing, or synchronous chats. Improper conduct includes using abusive language, using informal “IM” language, criticizing other students, and other counterproductive negative behavior. Instructors have the right to remove disruptive student from the classroom. Students have the right—and are encouraged—to speak to instructors (in private) about a disruptive student.

ACADEMIC CODE: Students should be aware that all violations of the Academic Code, which are found in the *University Catalog* and the *Student Handbook*, will be reported by the faculty member to the Academic Review Board for its consideration.

ACADEMIC HONESTY: All students are expected to adhere to Centenary University’s policy concerning academic honesty. Any student found cheating, plagiarizing, submitting non-original

work, etc., will receive a grade of zero (0) for that work. Flagrant cases of academic dishonesty may result in the student being dismissed from the class and referred to the Academic Review Board for further action or sanctions as deemed appropriate, up to and including dismissal from Centenary University.

Note: Any violation of Centenary University’s Academic Honesty Policy will result in a failing grade for the course.

All relevant student work will be screened for plagiarism. The electronic submission is checked against a database of other manuscripts collected from different universities, Centenary University classes, published works, and the Internet. If a professor determines from this resource that any portion of paper is plagiarized, Centenary University’s Academic Honesty Policy applies, and the student receives a zero on that submission. Below are some resources to help explain how to cite documents properly and to describe plagiarism further. It is the student’s responsibility to ensure that he or she fully understands plagiarism, as lack of understanding does not excuse the offense.

<https://libguides.centenaryuniversity.edu/readysetresearch/plagiarism>

<https://www.youtube.com/watch?v=u4YYqoSjKLo>

<http://indiana.edu/~wts/pamphlets.shtml>

<https://plagiarism.duke.edu/>

A student must always submit work that represents his or her original words or ideas. If any words or ideas used do not represent the student’s original words or ideas, the student *must* cite all relevant sources. The student should also make clear the extent to which such sources were used. Words or ideas that require citations include but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. Academic dishonesty could also involve the following:

- Having a tutor or friend complete a portion of your assignments.
- Having a reviewer make extensive revisions to an assignment.
- Copying work submitted by another student; or
- Using information from online information services without proper citation.

Submitting the same paper or portions thereof (presumably your work) for different assignments is considered plagiarism and will carry the same consequences, even if the assignments were completed at different institutions. This means that you cannot submit a paper, or any part thereof, from a previous class. Although this does not involve the intellectual theft that characterizes complete or reckless plagiarism, it is an academic impropriety. If you want to use a previously completed paper as a starting point for a new project, or if you want to use a paper with similar premises for two classes, you must obtain the permission of all instructors involved and reference the works appropriately.

ATTENDANCE GUIDELINES—Students are expected to attend punctually all class meetings (on-ground and/or virtual), laboratory sessions, and field experiences and to participate in all class assignments and activities as described in course syllabi. Absences are counted from the first-class



meeting after the student registers. Students registering late are expected to make up all missed assignments in a manner determined by the instructor.

It is the student's responsibility to complete all course requirements even if a class is missed. Instructors are expected to provide students reasonable opportunities to make up their course work if class is missed for the following reasons:

1. Participation in university-sponsored activity*
2. Documented illness
3. Death or critical illness of a family member or loved one
4. Jury duty/Court date
5. Military duty
6. Observed religious holidays

* May include athletic competitions (games), class field trip or research trip, academic or board committee meeting, presentation at a conference, performance in a production if associated with major or course

Students taking online or hybrid courses are expected to engage with all course activities, assignments, and sessions as outlined in the syllabus. Failure to participate in required activities within the specified time noted in the syllabus will result in an absence for that day/session

After reviewing the syllabus at the beginning of the semester, students should discuss anticipated absences with their instructors, providing documentation in advance where possible. In the case of unexpected absences, documentation must be provided as soon after the absence as possible. Students should be aware that excessive absences, whether excused or unexcused, may affect their ability to earn a passing grade.

Individual instructors may establish specific attendance and make-up work expectations in their course syllabi. The policies must not conflict with the university attendance guidelines contained herein. Class attendance may be a criterion in determining a student's final grade in the course if the instructor provides a statement to this effect in the course syllabus. Faculty are under no obligation to make special provisions for students absent for reasons other than those listed above or in cases where acceptable documentation was not provided. In cases where graded classroom activities cannot be replicated and the student has not exceeded the maximum number of allowable absences outlined in the course syllabus, the faculty should consider providing an alternative graded assignment that meets the learning outcomes of the original assignment to that student as a substitute activity.

If students develop a pattern of excessive absences for any reason, including those noted above, the faculty should advise students to talk with their advisors who will assist them in identifying the best resources to assist them. Students who miss the maximum allowable number of courses/sessions as outlined in course syllabi may be withdrawn by professors or encouraged to withdraw themselves. If multiple courses are being missed excessively, the student should withdraw from all courses for the semester(s) until the situation impacting the absences is resolved (note—this may mean taking a leave of absence). Should withdrawal occur before the official university withdrawal date, the

transcript will indicate “W.” If the withdrawal occurs after the official withdrawal date, the transcript will reflect an “F.”

If special accommodation is needed due to a documented disability (temporary or permanent) or learning difference, students should seek assistance from the Disabilities Services Office (DSO). No accommodation should be put in place for a student without proper documentation from the DSO.

“PUBLICATION” OF WRITTEN WORK AND ASSIGNMENTS—By continuation in this course and by submitting written assignments and work, students understand that they are granting the instructor permission under the Federal Education Records Act and a limited license to publish that work for the purposes of grading the work. That limited license extends to submission within the instructor’s sole discretion, to various electronic grading tools (e.g., grading books, cite checkers, etc.) and to other faculty members.

PRIVACY IN ONLINE AND HYBRID COURSES—Centenary faculty members teaching online/hybrid courses are expected to provide a private and secure environment for student’s personal data and course work. For detailed information about online privacy protection refer to <https://www.centenaryuniversity.edu/academics/registrar/online-privacy-protection/>

ACADEMIC ASSISTANCE—The Academic Support center offers assistance through professional, peer, and online tutoring. Contact <http://www.centenaryuniversity.edu/academics/academic-resources-advising/tutoring/> or call (908) 852-1400, extension 2173.

Students seeking help with writing assignments, as well as those wishing to develop their writing skills in general, are invited to visit the Writing Collaboratory, a tutoring center on the Hackettstown campus specializing in writing. The tutors, who offer one-on-one assistance, are advanced-level undergraduates specifically trained in proven methods. The Collaboratory hours are 10:00 a.m. to 7:00 p.m., Monday through Thursday. To get more information or to set up an appointment, send an e-mail to <http://www.centenaryuniversity.edu/academics/writing-center/> or call (908) 852-1400, ext. 2400.

ACCOMMODATIONS—Students with documented disabilities are entitled under the law to reasonable accommodations. Support services available are listed at <http://www.centenaryuniversity.edu/academics/academic-resources-advising/>. If you have a disability and need accommodation, please notify the instructor as early as possible during the semester. In addition, contact the Office of Disability Services at dso@centenaryuniversity.edu or (908) 852-1400, ext 2251.

COURSE MODALITIES & INSTRUCTIONAL METHODS--The term, “course modalities,” describes the way faculty members connect with their students to deliver instruction in a course. Typically, these modalities include (a) asynchronous online, (b) synchronous online, (c) blended, (d) hyflex, or (e) on-ground. Please note the following distinctions regarding course modalities:

Course modalities that are delivered requiring students to participate all or some of the class time online are identified in the “Room/Instr Methods” column in the listing of the course in the schedule of classes students use to enroll in a course.

Hyflex courses are identified by the letters “HF” that appear as the section identifier immediately following the course prefix and number.

If ON ASYNC, ON SYNC, BLD, ON, or ONLINE are not listed in the Room/Instr Methods column, or the letters “HF” are not a part of the section identifier, then the course is fully on ground.

Course modalities cannot be changed for a student during the semester unless a student qualifies for an accommodation through the Disability Services Office (please refer students to the DSO in the Academic Success and Advising Center or at dso@centenaryuniversity.edu). Hy-flex courses that have the option of being on-ground or virtual can allow students to switch modalities, but the process for this switch must be clear in the syllabus. If faculty members are willing to offer a virtual option temporarily or on occasion for their on-ground classes, this option should be clearly stated in the syllabus as part of the attendance policy. If you plan to offer remote attendance long-term or for every class, that class should be listed as hyflex in the schedule of classes.

TITLE IX—Centenary University is committed to creating a safe learning environment for all members of the community. All employees of Centenary University (except for confidential resources) are required by law to report any instances of interpersonal violence, included but not limited to sexual assault, sexual harassment, dating/domestic violence, and stalking to the university’s Title IX Coordinator. Upon receiving such reports, the Title IX Coordinator will support survivors with their options and resources to ensure their safety. If you, or someone you know is experiencing interpersonal violence and would like to discuss it confidentially the following resources are available.

- The University’s Counseling Services: (908) 852-1400, ext. 2125
counselingcenter@centenaryuniversity.edu
- Campus Ministry: (908) 852-1400, ext. 2234 Timothy.Nicinski@centenaryuniversity.edu
- 24 Hotline (DASACC): (908) 453-4181 or (888) 988-4033

Additionally, students are encouraged to contact the Office of Survivor Support and Violence Prevention for support and resources. (908) 852-1400, ext. 2966.
lilypassaretti@centenaryuniversity.edu.

University Title IX Policy: <https://centenaryuniversity.edu/human-resources/title-ix-webpage/>

LEARNING MANAGEMENT SYSTEM—Access the Moodle student tutorial at <https://docs.centenaryuniversity.edu/display/EUD/Student+Tutorials> for instructions on how to log in, navigate, and submit assignments.

Moodle accessibility versions are available for download; please contact the IT Help Desk at ext. 2000 or helpdesk@centenaryuniversity.edu for assistance.

RECORDING OF COURSES AND COURSE-RELATED ACTIVITIES—Recording of courses and/or course-related activities is prohibited unless advance written permission is obtained from the class instructor and any guest presenter(s). An instructor may provide such permission to an entire class as part of the course syllabus or other written description of a course. Students who require recording or other adaptations of lectures as a reasonable accommodation for a disability should contact the Disability Services Office (DSO—dso@centenaryuniversity.edu) in advance of the lecture in order to obtain permission for the recording.

In the event permission to record classroom lectures and/or other course-related activities is granted, the instructor will notify all students, speakers, and other lecture attendees in advance that recording may occur. Every effort should be made to protect the confidentiality of a student with a disability who is being granted an accommodation (i.e., the professor will not name the student who is doing the recording when it is due to a disability accommodation).

Limitations on Use of Recordings and Materials—Permission to allow lecture recording is not a transfer of any copyrights in the recording or related course materials. Such recordings and materials may be used only for individual or group study with other students enrolled in the same class and may not be reproduced, transferred, distributed, or displayed in any public or commercial manner.

Students must destroy recordings at the end of the semester in which they are enrolled in the class.

Students who either record courses and/or course-related activities without advanced instructor permission and/or use a recording for any purpose other than to study, may be reported to the Academic Review Board. Additionally, charges of theft of intellectual property are possible.

TECHNICAL SUPPORT—If you need technical assistance, please contact the Centenary University Help Desk on (908) 852-1400, ext. 2000 or helpdesk@centenaryuniversity.edu.

COVID-19 PROTOCOLS—Please refer to the Centenary University website for any current COVID-19 protocols.

Information About Academic Fees Beyond Tuition

The following information is presented to help you address questions students may ask about academic fees charged by Centenary University separate from and additional to tuition. In general, these additional academic fees may include program fees, course fees, or lab fees.

Program Fees—Program fees are charged to help Centenary University provide the appropriate physical, electronic, equipment, and/or personnel infrastructure required by programs that are more costly to provide compared with other university programs. An example of this type of fee is the “Barn Fee” charged to students majoring in Equine Studies, Equine Science, and Animal Health. These funds are paid each semester by students in these majors. The funds are collected with other university revenues and are then redistributed to the Department of Equine Studies and to the Equestrian Center to help pay for the operational costs of the academic programs and facilities.

Course and/or Lab Fees—Course fees and lab fees are charged to individual students who enroll for specific sections that require materials and consumable chemicals or raw materials substantially different from those required in other university courses. In some cases, course fees may be charged, for instance in an art class or other course in which (a) the raw materials and/or consumables require to produce the final product of the student becomes the property of the student upon completion of the course or (b) the difference between the price the university can contract for the materials or consumables at a larger quantity rate as compared with the price individual students would have to pay to purchase individually provides an overall savings to the student by paying a course fee.

GRADING POLICIES/PROCEDURES

Policies and Procedures

The grade in a course should be based on as broad a variety of assignments as possible, in other words, as broad a spectrum of activities as in keeping with the nature of the field.

Written assignments that require analysis and organizational ability should be required in every course. All grades are to be reported to the Registrar's Office on or before, but no later than 48 hours (two days) of the time for which the final exam was scheduled.

Grading System

The value of grades may generally be described as follows:

A	Excellent
B	Good
C	Average
D	Below Average (Note—Graduate courses do utilize the D grade)
F	Failure
AU	Audit (No Credit)
I	Incomplete
MD	Medical Excuses
P	Pass (in a Pass/Failure option course)
NP	No Pass (in a developmental course)
W	Withdrawal

Pluses and minuses may be used in reporting grades, and they are computed in the grad average. Some departments have adopted common grading scales. Consult with department chair or dean. If no departmental scheme is determined, use is up to the instructor.

While Centenary University does not endorse one method of grading over another, one sample for conversion of numerical grades into letter grades is as follows:

	B+ = 89-88	C+ = 79-78	D+ = 69-68	F = 59 & below
A = 100-92	B = 87-83	C = 77-73	D = 67-63	
A- = 92-93	B- = 82-80	C- = 72-70	D- = 62-60	

Once grades are posted in the Registrar's Office, they are considered final and cannot be changed by the instructor unless there was an error in the posting or calculation of a specific grade. A grade may be changed by a professor with department chair or dean approval by completing the Change of Grade form within two weeks of the start of the next semester or academic term. No changes to grades can be made after that time unless approved by the CAO. See below for policy on issuing an Incomplete (I).

Calculation of Grade Point Average

Averages for all students are determined by the point scale as follows:

	B+ = 3.3	C+ = 2.3	D+ = 1.3	F = 0.0
A = 4.0	B = 3.0	C = 2.0	D = 1.0	
A- = 3.7	B- = 2.7	C- = 1.7	D- = 0.7	

The average is computed by dividing the total number of credit hours attempted into the total number of quality points earned. Pass/Fail grades are not used in determining grade-point averages.

Incomplete

An incomplete is not computed in the grade point average. When the course is completed, the cumulative average will be recalculated, replacing the “I” with the value for the grade received. A grade of “I” must be completed within two weeks of the start of the next semester or term, otherwise a permanent grade of “F” will be recorded for the course(s). A faculty member should only give a student an incomplete when there is a reasonable expectation that the student will successfully complete his or her assignments in the allowable timeframe.

Removal of a Grade of “F” from Computations

(Note: This policy does not apply to graduate courses.)

When a course in which a student has received a grade of “F” is repeated at Centenary, both the original grade of “F” and the grade for the repeated course will appear on the student’s transcript. However, the computations of the student’s cumulative grade-point average will be based on the grade received for the repeated course. If a student finds it necessary to take a course for the third time, the first “F” will not be calculated in the cumulative grade-point average but the second and third grades will be included in the average; and all grades received for that course will appear on the transcript. If a student who repeats a course receives a “W,” the original grade of “F” will prevail. If the student retakes the course at another institution, the original grade of “F” in the course taken at Centenary remains in the cumulative grade-point average. Exceptions to this policy are internships, independent studies, and practicum courses.

Audits

Students may audit courses with the consent of their academic advisors, or department chairs, or deans. Students must declare a course for audit at the time of registration or during the one week add/drop period. Otherwise, all courses for which student is registered will receive grades for credit and charged full price of the tuition cost. Online courses are not eligible to be audited. Charges for auditing courses equal one-half of the for-credit charges.

Grade Confidentiality

Considering increasing emphasis on the confidentiality of student records, faculty members are urged to take precautions so that the individual student be protected—i.e., that his or her grades are not accidentally or otherwise revealed to other students. Faculty are advised not to post final grades or test results on their office doors as this may breach a student’s right of confidentiality. Great care should be taken to ensure that names and social security numbers are not used in any way that makes grades public. The faculty member just give the student an opportunity to discuss semester examination or projects in class or in individual conferences in order to determine the reason for the grade assigned.

Grievance of a Grade

Please refer to the Centenary University *Undergraduate Catalog* for the most up-to-date information on grievance of a grade. The *Undergraduate Catalog* is accessible at the following website:

<https://www.centenaryuniversity.edu/academics/university-catalog>

Attendance and Engagement

Recording Attendance and Engagement

Students are expected to attend all scheduled classes (true for on-ground and online). It is especially important for faculty to record attendance and engagement during the drop/add payment. Faculty are required to take attendance and/or confirm engagement for each student in every course through the end of the drop/add period. Faculty are to use Pharos to complete the Attendance and engagement form. This form is to be used for students who did not attend class the first week. Prior to submitting the form, it is important that you first marked the student(s) absent through Moodle. The form will prompt follow-up on absences, to see if the student has indeed engaged in the class even if they were unable to attend the first week. If they have engaged, their financial aid can be released. If they have not attended or engaged, the University will be reaching out to follow up with other members of the community linked to that student, as well as the student themselves.

Attendance Guidelines

Refer to the Centenary University attendance guidelines at the following website:

<https://www.centenaryuniversity.edu/wp-content/uploads/2017/12/ATTENDANCE-12-2017.pdf>

Student Records

Access

Within the Centenary University community, only those members, individually or collectively, acting in the



student's educational interest are allowed access to the student education records. These members include personnel in the Offices for Academic Affairs, Financial Aid, Admissions, the Business Office, and academic personnel within the limitations of their need to know.

Directory Information

At its discretion, Centenary University may release "directory information," which in accordance with the provisions of the Family Educational Rights and Privacy Act, includes student name, address, telephone number, date and place of birth, major field of study, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and participation in officially recognized activities and sports. Student may withhold "directory information" but notifying the Registrar's Office in writing within two weeks after the first day of class for the fall semester. Requests for nondisclosure will be honored by the institution for only one academic year. Therefore, authorization to withhold "directory information" must be filed in the Registrar's Office annually.

FACULTY EVALUATION PROCEDURES AND GUIDELINES

Faculty Evaluation Procedures and Guidelines

All full-time tenured, tenure-track, and term-track teaching faculty undergo periodic review of two types: (1) Annual review, which is also referred to as the “YFPR,” or “Yearly Faculty Performance Review, and (2) Summative review. (Visiting, part-time, and adjunct faculty review procedures are of two types: [1] formal review and [2] interim review. See V.3.E in the *Constitution*.)

All full-time faculty review processes are “formative in the sense that they provide feedback for improvement in performance. The annual review (YFPR) may be used to determine a faculty member’s salary increment, if any; the summative review assists in making decisions regarding retention, promotion, and tenure.

All forms designed to guide faculty evaluation processes shall be developed via consultation between the Faculty Senate and the Office of Academic Affairs

ABD and/or Progression of Terminal Degree Documentation

Documentation of proof of ABD and/or progress toward a terminal degree. Definition of ABD (All but Dissertation):

1. All coursework is complete. (Documented by Institutional ‘transcript)
2. The dissertation proposal has been successfully defended.
3. Permission has been granted to move forward. (Documented by letter from Institution.)

If progression is being made towards a terminal degree but has not yet reached ABD status, documentation must be submitted by an institutional transcript and/or a letter from the institution/ dissertation advisor.

Summative Review

A summative review consists of two phases: (a) the collection of information for review, and (b) the review and evaluation of that information. The collection of information occurs during each academic year and shall be administered and coordinated by the Office of Academic affairs and the Faculty Office. All information is to be uploaded to the faculty member’s Office 365 SharePoint folder.

In addition to the regular summative review occurring in years 1, 2, 3, and 6, tenure-track faculty members are required to be reviewed each year by their Tenure Committees. (Tenure Committee consists of mentor, department chair, and three tenured members of the P&T Committee.)

Criteria for Teaching, Institutional Service, and Scholarship/Contribution to the Profession

For the purposes of clarifying components and expectations regarding faculty achievement in the areas of



teaching and institutional service, rubrics for teaching and institutional service (approved by the faculty body) have been appended to the *Faculty Handbook* (see Appendix One: “Centenary University, Teaching Excellence Guidelines,” and Appendix Two: “Centenary University, Institutional Service Guidelines).”

Recognizing the uniqueness of disciplines with regards to scholarship and professional service activities and expectations, all departments and schools are expected to maintain and update clear criteria for scholarship and professional service expectations within their respective disciplines. Faculty are invited to consult with their department chairs and/or deans should they have any questions pertaining to expectations for scholarship and contributions to the profession.

Summative Self-Evaluation Guidelines

Introduction

For a complete description of the process of summative evaluation, discussion of the various faculty ranks, and identification of criteria for promotion, see Centenary University *Constitution*, Article V.

An area as complex and sensitive as reappointment, promotion, and tenure consideration cannot be specified so thoroughly that it includes every potential variety of information. These guidelines, therefore, present a general outline of relevant criteria.

Over the duration of a faculty appointment, individual patterns of development and contribution to the university’s academic life and the individual’s profession will emerge and can be recognized. Patterns of growth, achievement, and excellence can be substantial elements in the evaluation of an individual for reappointment, promotion, or tenure review.

Preparation of Summative Evaluation Portfolio

The faculty member undergoing a summative evaluation for reappointment, tenure review, or promotion should prepare a portfolio containing a comprehensive, detailed narrative self-evaluation with supporting documentation covering the period since the last summative review and upload to their Office 3675 SharePoint summative folder. (Contact the Faculty Office administrative assistant for assistance locating your folder.)

Promotion Applications

Faculty members preparing an application for promotion should thoroughly review the criteria attached to the desired rank. The portfolio used for the application should be complete and detailed enough to satisfy the committee of the applicant’s qualifications for the desired rank. The request for promotion form must be completed and submitted to the VPAA/CAO.

If a person goes for promotion “off-cycle” and does not receive the promotion, they will revert to their previous summative cycle.

Faculty going “off-cycle” for promotion will be reviewed by the P&T Committee. The faculty member’s department chair will be required to submit a written document supporting/not supporting the promotion request. A summative report from the chair is not required but can be requested.



Faculty must complete the request-for-promotion form and submit to the Office of Academic Affairs no later than March 15.

Forms available here: <https://centenaryuniversity.sharepoint.com/AA/Faculty/Forms/AllItems.aspx>

Self-Evaluation

The self-evaluation should begin with a paragraph explaining status, rank, and years of service. Summaries should be given of general background information including education, specialty, and professional experience. A current curriculum vitae is required.

Article V.1.A of the *Constitution* identifies six expectations of full-time faculty stating the following: “Faculty of all ranks should (1) demonstrate integrity; (2) be effective teachers; (3) advise students; (4) contribute to the life and task of the university through (a) service on committees and governing bodies, (b) participation in department and university affairs, and/or (c) sponsorship or involvement in student affairs; (5) achieve professional development/ scholarship; and (6) adhere to policy.

At a minimum, the self-evaluation should address four of these six elements—teaching, advising, service, and professional development/scholarship. Faculty members are welcome to address integrity and adherence to policy in their self-evaluations if they wish, or they may permit chairs or deans to address the presence of those elements based on the chairs’ and deans’ interactions with the faculty members being evaluated.

Therefore, further sections of the portfolio should include self-evaluation in the following areas:

- Teaching effectiveness;
- Professional activities and scholarship;
- Advising responsibilities;
- Institutional service;
- Plans for intended future professional development; and
- If applicable, administrative and leadership responsibilities.

Other Materials—Other materials that should appear as part of the portfolio are the following:

- Previous evaluation summary;
- Supportive documentation.

Items to Include--Following are items that should be included in addressing teaching effectiveness, advising responsibilities, institutional service, and professional activities/scholarship.

1. Teaching Effectiveness—

- Statement of teaching philosophy, style, and methods.
- List of all courses taught since last evaluation.
- Copies of all syllabi from current fall courses, including projects or assignments not detailed in the syllabus.
- Statement reflecting on your professional contribution to the teaching mission of the department, school, and/or institution.

- Assessment of personal teaching effectiveness. Consider addressing
 - (a) planning and preparation;
 - (b) type of delivery;
 - (c) knowledge of subject matter;
 - (d) classroom management; and
 - (e) professional attitude and competencies.
 - If desired, a chart of past courses taught including enrollment, grade distribution, and overall student evaluation scores.
2. Advising Responsibilities—
- Statement of philosophy and methodology.
 - Goals of advising.
 - Statement of strengths and areas of development as an advisor.
 - Number of advisees.
 - High maintenance students and student mentoring.
3. Institutional Service—
- List of faculty committees and other task forces within the university, assigned or assumed. List the role/tasks performed as a member.
 - School, departmental, or disciplinary service and responsibilities.
 - Interdisciplinary and interdepartmental service and collaboration.
 - Co-curricular activities.
 - Participation in University-wide initiatives including recruitment and retention.
4. Professional Activities/Scholarship
- Statement of areas of appropriate professional development in your discipline.
 - List personal goals and objectives, by year, occurring since the last summative evaluation and document the current status of these goals and objectives wherever possible.
 - List future professional development plans.
 - Current curriculum vitae.
 - Scholarship rubrics found here: Faculty Scholarship
 - <https://centenaryuniversity.sharepoint.com/AA/Faculty/Forms/AllItems.aspx?id=%2FAA%2FFaculty%2FFaculty%20Forms%2FFaculty%20Evaluation%2FFaculty%20Scholarship&viewid=0e5c41c2%2D4c87%2qD82ef%2D4416041a92e1>

Documentation Suggestions—Attempt to provide documentation, such as the following:

- Recent testimonial letters from students, alumni, peers, staff, administration—either solicited or unsolicited.
- Letter and/or memos written to advisees or others.
- Student awards or other activities under your direct advisement.

- Slides/photos/copies of recent professional/student work.
- News articles, conference programs, or competition programs.
- Fellowships, recognition, and grants.
- Internal policy books, handbooks, safety codes, etc.

Modified Summative Review

Modified summative reviews are termed “modified” because they consider the same performance elements as the summative review but focus the review on only one year of performance. Although summative reviews are conducted by the faculty Promotions and Tenure Committee, modified summative reviews are conducted by the faculty member’s direct supervisor—the chair or dean.

The modified summative review process is conducted by the chair or dean regarding the performance of term-track faculty members in their first or second (sometimes third) years of service at Centenary and for tenure-track faculty members who are in their first or second year of service at Centenary.

Term-Track Faculty with One-Year Appointments in the First Year of Service— (See *2023 Constitution*, V.3.B.2.a.1)—Following the term-track faculty member’s first semester of service, the faculty member should submit to the chair or dean materials to be reviewed to support a reappointment to a second one-year term. For term-track faculty members whose appointments began with fall semester, materials should be submitted to the chair or dean by **January 20**. For term-track faculty members whose initial appointment began in January, materials should be submitted by **September 1**. Materials to be submitted include the following:

1. Self-evaluation (See *2023 Constitution*, Article V.3.B.2.b.2)
2. Student evaluations (See *2023 Constitution*, Article V.3.B.2.b.3)
3. Peer evaluations (See *2023 Constitution*, Article V.3.B.2.b.4)
4. Current curriculum vita
5. Any additional information the faculty member may wish to include.

Guidance regarding these materials may be found in the references to the *2023 Constitution* cited above.) The chair or dean will have until mid-February (mid-September for January starts) to review materials and forward a recommendation regarding reappointment to the vice president for academic affairs, who will notify the faculty member on or before March 1 (October 1 for appointments starting in the previous January) regarding re-appointment.

Term-Track Faculty with One-Year Appointments in the After the First Year of Service—Term-track faculty members in their second one-year appointment should submit to their chairs or deans materials to support a reappointment to a third one-year term. Because the notification deadline is one month earlier, term-track faculty members after their first year of service should submit their materials by **January 1** (or **September 1** if appointments end in December). Materials to be submitted include the following:

1. Self-evaluation (See *2023 Constitution*, Article V.3.B.2.b.2)

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2. Student evaluations (See *2023 Constitution*, Article V.3.B.2.b.3)
 3. Peer evaluations (See *2023 Constitution*, Article V.3.B.2.b.4)
 4. Current curriculum vita
 5. Any additional information the faculty member may wish to include.

Guidance regarding these materials may be found in the references to the *2023 Constitution* cited above.) The chair or dean will have until January 15 (or September 15) to review the materials and forward a recommendation regarding reappointment to the vice president for academic affairs, who will notify the faculty member on or before February 1 regarding re-appointment.

Tenure-Track Faculty in Their First Year of Service—Tenure-track faculty members in their first year of service at Centenary should follow the same process as described above for term-track faculty. Please reference the *2023 Constitution*, Article V.3.B.2.a.1, the three references in the numbered list above, and Article V.3.B.2.a.4(a).

Tenure-Track Faculty in Their Second Year of Service—Tenure-track faculty members in their second years of service at Centenary should follow the process described in V.3.B.2.a.4(b).

Multi-Year Reviews Versus Summative Reviews

Multi-year reviews follow the same deadlines as are required for summative reviews. The difference lies in the following elements of the review process:

Who conducts the review—Summative reviews are conducted by the Promotions and Tenure Committee. Multi-year reviews are conducted by the chairs or deans as the direct supervisor of the faculty member being evaluated.

Purpose of the outcome of the review—Summative reviews are conducted for one of four reasons: (a) to recommend action regarding tenure, (b) to recommend action regarding promotion, (c) to recommend reappointment of a term-track faculty member who is serving as department chair in the final year of a multi-year appointment, or (d) to review performance as a result of a non-scheduled summative review request from a faculty member, the president, or the vice president for academic affairs. The purpose of a multi-year review is to recommend potential reappointment of a term-track faculty member during the final year of a multi-year appointment.

Title, Rank, Promotion, and Evaluation Guidelines

All full-time teaching faculty, except visiting faculty, will be hired on either the tenure track or the term track. All full-time faculty should engage in scholarly work or have significant professional expertise and achievement.

The standard academic ranks are instructor, assistant professor, associate professor, and professor. The standard professorial titles may be altered by the addition of modifiers as shown in the chart below. Appointments with the standard professorial titles of assistant professor, associate professor, and professor may be term-track, tenure-track or tenured. All other faculty appointments (adjunct, part-time, and visiting) plus term-track are non-tenure-track and without tenure.

All titles, except for adjunct titles, may be modified using the prefix “clinical” or the suffix “of practice,” identifying appointments that primarily provide practical instruction and application of practical knowledge. The duties, terms of appointment, and salaries of such persons are specified in the letter of appointment.

The applicable rank and any subsequent promotions should be determined by the relevant academic achievements, professional accomplishments, and demonstrated effectiveness of the appointee. All evaluation and promotion procedures described for term-track faculty shall apply to full-time clinical/professor of practice positions, with the exception of eligibility to switch to tenure track.

Thirteen Elements of Faculty Appointments by Three Faculty Types and Four Ranks

Category	Adjunct	Visiting	Part-Time	Instructor	Assistant Professor	Associate Professor	Professor
Rank	No rank	<ul style="list-style-type: none"> Instructor Assistant Professor Associate Professor Professor 	No rank	Instructor	Assistant Professor	Associate Professor	Professor
Available Optional Title Modifiers	None	<ul style="list-style-type: none"> Clinical of Practice 	<ul style="list-style-type: none"> Clinical of Practice 	<ul style="list-style-type: none"> Clinical of Practice 	<ul style="list-style-type: none"> Clinical of Practice Emeritus 	<ul style="list-style-type: none"> Clinical of Practice Emeritus 	<ul style="list-style-type: none"> Clinical of Practice Emeritus
Eligibility for Term Track	No	No	No	Yes	Yes	Yes	Yes
Eligibility for Tenure Track	No	No	No	No	Yes	Yes	Yes
Eligibility for Promotion	No	No	No	Yes	Yes	Yes	No
Duties, Terms of Appointment Salaries	Specified in letter of appointment	Specified in letter of appointment	Specified in letter of appointment	Specified in letter of appointment	Specified in letter of appointment	Specified in letter of appointment	Specified in letter of appointment
Length of Contract if Non-tenured	By course	By term or academic year	By term or academic year	One- to five-year renewable	One- to five-year renewable	One- to five-year renewable	One- to five-year renewable
Length of Contract if Tenure-Track	N/A	N/A	N/A	N/A	One academic year	One academic year	One academic year
Length of Appointment If Tenured	N/A	N/A	N/A	N/A	N/A	To retirement	To retirement
Voting Rights	No	No	No	Yes	Yes	Yes	Yes
Periodic Reviews	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Full-time or Part-time	Part-time	Full-time	Part-time minimum of two courses	Full-time	Full-time	Full-time	Full-time
Educational & Experience Requirements	Specified by department/school and accrediting bodies	Specified by department/school and accrediting bodies	Specified by department/school and accrediting bodies	Specified by department/school and accrediting bodies	Specified by department/school and accrediting bodies	Specified by department/school and accrediting bodies	Specified by department/school and accrediting bodies

Professional Improvement Plans

The purpose of a Performance Improvement Plan (PIP) is to address identified performance concerns. If the performance concern(s) are not directly observed by the respective Dean/Chair, the Dean/Chair must first perform all due diligence to verify factual components and evidence of the problematic performance. Once the Dean/Chair confirms the problematic performance behavior(s), they will meet with the faculty member to discuss the issue(s) to resolve the concerns prior to initializing a PIP. If the performance dialogue does not result in acceptable improvement(s) to the identified behavior(s), the faculty member will be put on a PIP.

The PIP is an escalation step from prior documented records/conversations of the same/similar problematic performance (i.e., prior PIP, recommendation in recent YFPR(s), recommendation in most recent summative evaluation, letter of discipline from Dean/Chair/VPAA). Consequently, these prior documents must be cited in the PIP. The PIP will be developed by the Dean/Chair in consultation with the Vice President for Academic Affairs (VPAA). The Dean/Chair will meet with the faculty member, VPAA may be present, to review the performance concerns and resulting PIP. The faculty member may provide a statement to be included along with the PIP, but the PIP will still be implemented regardless of the statement. A signed copy of the PIP, and statement should one be submitted, will be placed in the faculty member's file, and must be included by the faculty member and Dean/Chair in all subsequent evaluation submissions (i.e., Summative Review and YFPR).

The length of time that the faculty member remains on a PIP is contingent upon the behavior(s) being addressed. At a minimum, a PIP will be in place for one academic year to allow time for demonstrated, sustained performance. Depending on the nature and extent of the documented performance concerns, the Dean/Chair may elect to retain the PIP, or portions of it, for a 2nd year. Should satisfactory improvement (meeting all conditions of the PIP) not be made after one year, the supervisor shall recommend non-renewal of appointment. Please note that egregious behaviors may result in immediate termination for cause, without the implementation of a PIP, as per the Faculty Constitution.

Sections of PIP

Prepared By – Name/title of the Dean/Chair preparing the PIP. If PIP is for a Dean/Chair, the VPAA prepares the document.

Prepared For – Name/title of the faculty member (or Dean/Chair) for whom the PIP is prepared.

Area for Performance Improvement – The area for performance improvement should be documented directly from prior written communication about the problematic performance relevant to the PIP.

Rationale for the Performance Improvement Area – The rationale must be clearly linked to relevant documented University policies/procedures (e.g., faculty constitution, faculty handbook) and/or professional regulations (e.g., discipline ethical codes). Where appropriate, specifically cite the relevant material from these documented areas to justify the PIP.

Schedule for Improvement – The schedule must be appropriate as per the area for performance in that improvement is realistically obtainable within the specified timeframe.



Objective(s) for Improvement – The specific objectives should come directly from the prior written communication on the problematic performance. Of most importance, the objective(s) need(s) to be well-defined and measurable (e.g., EvaluationKit items/student comments, faculty observation form, monitoring of Moodle for timely gradebook entries).

Adherence & Acknowledgement Statements – The following statements should be included in the conclusion of the PIP letter.

Adherence to this PIP is expected and PIP progress will be included in upcoming YFPR and/or summative evaluation reports as well (if relevant) any contract renewal recommendations.

I have read a copy of this PIP and so signify by my signature below. I understand that my signature does not necessarily indicate agreement with any or all parts of this PIP and that any disagreements or comments I may have concerning this PIP must be submitted in writing to the VPAA/CAO for attachment to this PIP document.

Performance Matter Not Remedied

The PIP non-adherence is documented – at minimum – in the YFPR and/or a summative evaluation report. Evidence of PIP non-adherence and continuation of the problematic performance should be clearly documented in the YFPR and/or summative evaluation report that is (1) directly linked to the PIP objectives and (2) uses quantifiable evidence to demonstrate the continued problematic performance. In this instance, the Dean/Chair would reissue the PIP for another period outlining the continuing problematic areas. Continued non-adherence to the PIP objectives could result in a recommendation for non-reappointment or termination (following the policies and procedures of the Faculty Constitution). The reissuance of a PIP in no manner precludes the faculty member being placed on a future PIP for a different future performance matter.

Performance Remedied: Conclusion of PIP

The PIP adherence is documented – at minimum – in the YFPR and/or a summative evaluation report. Evidence of PIP adherence and remedy of the problematic performance should be clearly documented in the YFPR and/or summative evaluation report that is (1) directly linked to the PIP objectives and (2) uses quantifiable evidence to demonstrate the improved performance. If the Dean/Chair is satisfied that the performance has improved, a letter is sent to the faculty member that reports the successful completion of the PIP as of a specific date. The conclusion of a PIP in no manner precludes the faculty member being placed on a future PIP for the same/similar or altogether different future performance matter.

Annual Training in Faculty Personnel Evaluation

Article IV.4.B, paragraph 9, on page 8 of the *2023 Constitution* requires annual training in faculty personnel evaluation processes to include chairs and deans. The training is to occur between September 1 and September 15 each year and be delivered jointly by the VPAA and the chair of the Promotions & Tenure Committee (or chair's designee). The VPAA should take the initiative to arrange a planning meeting with the



chair of the Promotions and Tenure Committee to plan and deliver the training. Members of the Promotions and Tenure Committee should also be invited to participate.

The annual training session should cover at a minimum the following elements of faculty personnel evaluation:

- Constitutional “Dates of Note”
- Requirements for Rank
- Initial faculty appointment processes
- The six specified faculty responsibilities identified in the *Constitution* (See V.1.A, paragraph 1, V.3.B.1.b, V.3.B.2.b.2, V.3.B.2.b.5, and V.3.C.1.a)
- A listing of all full-time faculty members with the performance-evaluation expectations for each.
- Sabbatical leave invitations, process, and timelines
- The various types of full-time faculty evaluation: Annual reviews, summative review, modified summative review, multi-year review, non-scheduled summative review, plus tenure-track evaluation processes, review process for tenure, and review process for promotion.

FACULTY COMMITTEES

Senate

The Faculty Body of Centenary University is composed of all full-time teaching faculty members as defined in the Constitution. Two administrative officials shall be designated representatives to the faculty body with the right to attend, participate, and vote in regular meetings. The faculty body of Centenary University is charged with representing the collective wisdom of the faculty in matters relating to academic affairs, student affairs, admissions, personnel, finances, facilities, and any other matters of general faculty concern. The faculty body is empowered to recommend action, participate in the decision-making process, and communicate with the President's Cabinet, the president, and the Board of Trustees of the university on such specific matters as (a) course and academic program development; (b) academic standards and procedures, (c) admissions criteria; (d) retention of students; (e) criteria for faculty appointments, dismissal, promotion, and tenure; (f) faculty salary structures; (g) planning the use of academic facilities; (h) long-term and short-term budgeting processes and allocations; (i) policies regarding campus life, rights, and responsibilities; and (j) issues pertaining to the general welfare of the faculty and the university.

The Faculty Senate shall constitute and function as the "executive committee" of the faculty body and shall be empowered to act on behalf of the faculty body and serve as a forum in matters concerning the faculty except those actions that require participation of the faculty body, such as those requiring a full vote at a faculty meeting.

The Faculty Senate shall consist of one-member senator nominated for a three-year term by written ballot from and by each of the academic departments/schools of the university and three at-large senators nominated by the Faculty Senate. All nominees are placed on a single ballot and confirmed by election of the full slate at a regular meeting of the faculty body. Should the full slate of nominees not be confirmed, then additional nominations from the floor will be invited for each position vacancy and a vote conducted separately for each vacancy between or among the initial nominee and all additional nominations from the floor that were also seconded. Should the votes cast not produce a single nominee with a majority of votes, the nominee with the least number of votes shall be removed from the ballot and a subsequent vote taken, continuing until one nominee receives a majority.

Promotions and Tenure Committee Rules and Procedures

Confidentiality

By virtue of accepting membership on the Promotions and Tenure Committee, a member agrees to keep forever confidential any and all information pertaining to the deliberations, discussions, and nonpublic materials reviewed during the evaluation process. Violations of this agreement would be viewed by the university as constituting professional misconduct. It is expected that any non-committee personnel having

access to the committee's report shall also keep any information concerning that report confidential.

Role of the Member

1. Each committee member is required to attend all meetings.
2. Each committee member is responsible for serving as facilitator for one or more of the candidates for evaluation. In this capacity, such facilitators are required to prepare—
 - a. A draft evaluation report and recommendation on each of the assigned candidates that will serve as the principal focus for subsequent committee discussion of that candidate.
 - b. A final version of this report incorporating the committee's comments and recommendations that will serve as the formal report of the committee's actions to the chief academic officer.
 - c. Revising, preparing, and proofreading the final report prior to the committee members signing the report.
3. The format of the final version of the report will be in accordance with the model following this procedure.
4. Candidates shall be randomly assigned to facilitators.
5. No member shall serve as a peer representative or classroom observer for any candidate.

Voting

1. All members of the committee are required to vote on each recommendation for every candidate.
2. A majority vote of the committee is required to support a recommendation.
3. All votes shall be conducted by secret ballot offering two (2) responses: Support or Do Not Support the recommendation.
4. In the most extreme circumstances, a committee member who is unable to attend a meeting at which a vote is taken may, with the unanimous agreement of the remaining committee members, vote by proxy. It is the responsibility of the member casting the proxy vote to review the draft report of the facilitator and to become fully informed of the committee's discussion of the candidate prior to casting the vote.
5. The committee's recommendation is to be included in the evaluation report.

Evaluation Information

1. Committee discussions are based entirely on the written documentation provided by the candidate, department chair, dean, peers of the candidate, CAO, university records, and if applicable, information provided by a representative of the candidate during a personal appearance before the committee.
- 2.
3. The report needs to be written in an objective manner that reflects analysis only of materials submitted.
- 4.

5. Candidates are expected to complete their self-evaluations prior to the deadline. No extension of the time will be permitted.
6. Complete documentation shall be submitted to the committee by the constitutionally established deadline. Missing or additional documentation will not be accepted after the deadline.
7. The committee reserves the right to request clarification of documentation submitted.

Conclusion of Promotions and Tenure

Committee Responsibilities—

The evaluation report summarizes, integrates, molds, and entirely represents the perspectives of all members of the candidate’s committee. The report does not exclusively represent the perspective or opinion of any one member, but rather is the culmination and product of all members’ contributions at the time of the review.

The signed, completed evaluation reports are to be forwarded by the committee to the Office of Academic Affairs. The administrative director of Academic Affairs will route to necessary signers using Adobe Sign or other approved program.

The evaluation responsibilities of the committee are completely discharged with this action (item 2). Neither the committee as a whole nor any of its members is to be subject to, or participate in, any further discussion, questions, or review of either the complete report or the process by which the content of that report was created, unless required by law.

Curriculum Committee Rules and Procedures

The Curriculum Committee is responsible for conducting a continuous review of academic policies and programs of the university and exploring innovative curricular ideas, teaching methods, and calendars. It shall review all proposals for curricular change including, but not limited to, all program, course, calendar, and academic policy issues pertaining to or impacting on the curriculum (Centenary University Constitution, Article IV.6.E.3).

Curriculum Committee Proposal Guidelines

All proposals for curricular change are submitted to the committee through the originating constituency’s representative to the chief academic officer/administrative director of the academic affairs office with copy to the Curriculum Committee chair. The administrative director is responsible for record keeping, signature collection, approval status, and program review coordination. All curriculum-related documents are found here: (AA Office Staff Only/Archived Scan Files/Curriculum Proposals.) The administrative director will share access to the folder with the current Curriculum Committee chair; registrar and Registrar Office staff; and others as requested.

Proposals originating from academic departments and schools must receive departmental or school approval prior to submission to the Academic Affairs Office and the Curriculum Committee. New program



proposals and new course proposals receiving the approval of the committee are forwarded to the faculty for decisions to recommend approval to the administration or reject the proposed change. Article IV.6.E.3 states, “Having considered the faculty recommendation, a final decision then will be rendered by the president or delegee, with the decision subject to board approval for the addition or discontinuance of academic degree programs.”

Membership

Article IV.6.E of the Constitution specifies

“The Curriculum Committee shall consist of the chief academic officer, vice president for enrollment management or designee, the dean for academic success, and one (1) faculty member from each department/school. The Curriculum Committee shall also include the following ex officio members without the power to vote: the director of general education, the registrar, the university librarian, and two (2) students elected by the Student Government Association. The chair shall be a faculty member elected from the faculty members of the committee. No more than two (2) department chairs shall serve as members of the Curriculum Committee.”

Forms

Curriculum Committee forms are found [here](#).

Curriculum Proposal Categories

Proposals requiring Curriculum Committee review pertain to the following categories.

- A. All (i) new academic programs; (ii) new concentrations added to academic programs; (iii) changes to academic programs involving more than one-third of the credits identified as required for the major including elective major credits; (iv) changes to university core category criteria, headings, and/or numbers of credits required per category; and (v) all new, revised, and/or proposed discontinuance of university-wide undergraduate and graduate academic policies.
- B. All new courses that require any additional investment resources (beyond the fixed departmental instructional budget).
- C. New courses that do not require additional resources.
- D. Discontinued academic degree programs.
- E. Non-degree-level academic programs including (i) new academic minors, (ii) changes to academic minors that involve more than one-third of the credits identified as required for the minor including elective minor credits, (iii) certificates comprised of for-credit courses, and (iv) additions of specific courses to the existing university core-course categories.
- F. All curricular-related new, revised, or proposed discontinued academic policies, procedures, changes to course credit values, and changes to program name.

All other curricular changes and revisions require notification to the Curriculum Committee but not necessarily the review of the Curriculum Committee. These include but are not limited to (i) all minor revisions of academic programs; (ii) all revised or proposed discontinued courses; and (iii) changes of course name, content, and number.



Questions concerning any aspect of the curriculum review should be directed to the committee through the committee chair. The committee's decision will be final if confirmed in writing by the VPAA to the Curriculum Committee chair and the Faculty Senate chair.

Proposal Development

Proposals for Curriculum Committee review can be developed by any of the following constituencies: faculty, academic departments, schools, and/or administrators. The process for submitting a proposal for review will vary depending on the developing constituency. The format of the proposal will depend on the category of its content. In this section we will cover the development and review process for all proposals formats in categories A, B, C, D, E, and F.

Category A—Category A includes (i) all new academic programs; (ii) new concentrations added to academic programs; (iii) changes to academic programs involving more than one-third of the credits identified as required for the major including elective major credits; (iv) changes to university core category criteria, headings, and/or numbers of credits required per category; and (v) all new, revised, and/or proposed discontinuance of university-wide undergraduate and graduate academic policies.

1. **Documents**—Documents needed for Category A(i), A(ii), and A(iii) proposals include the following:

- New program feasibility study for (a) new programs and (b) new concentrations that include more than one-third of the credits identified as required for the major including elective major credits.
- 4-year degree sequence and audit sheet
- NEW COURSE forms for all new courses
- Position descriptions for new full-time faculty (if any)
- Budget template

Documents needed for Category A(iv) proposals include the following:

- The current university core categories, headings, and numbers of credits required per category
- Specific changes to the core categories, headings, and/or numbers of credits required per category being proposed.
- Written justification for the proposed changes.

Documents needed for Category A(v) proposals include the following:

- New academic policies—(a) The proposed policy. (b) Identification where the policy is to be placed for employee and public access. (c) A written description of the potential impacts on other policies and/or academic programs. (d) A written justification for the addition of the policy. (e) A description of any increased costs or potential cost savings associated with the proposed new policy.
- Revised academic policies—(a) The existing policy. (b) Specific changes being proposed. (c) Identification of where the policy is currently placed and any potential changes to that placement. (d) A written description of anticipated impacts on other policies and/or academic programs. (e)

- A written justification for changing the policy. (f) A description of any increased costs or potential cost savings associated with the proposed change.
- Discontinuance of existing academic policy—(a) The existing policy. (b) Identification of where the policy is located for access by students and employees. (c) A written description of the impact on other policies and/or academic programs with its discontinuance. (d) A written justification for the discontinuance of the policy. (e) A description of any increased costs or potential cost savings associated with the discontinuance.
2. **Endorsements**—Proposals for Curriculum Committee review can be developed by faculty, academic departments, schools, and administrators. Proposals developed by constituencies other than academic departments or schools must be forwarded for endorsement to the academic department(s) or school(s) to which they will be assigned.
 3. **Proposal Development**—Category A(i), A(ii), and A(iii) proposal development follows the steps below. The information needed to complete these proposals and suggestions regarding where you can find pertinent information can be found on SharePoint or, as technology at the university changes, the current online document storage system for the university.
 - **Step One**—Proposals developed by faculty and academic departments/schools should be referred to the vice president of business and finance, vice president for enrollment management, vice president for university advancement, and VPAA/chief academic officer before being submitted to the Curriculum Committee.
 - **Step Two**—The second step in the development of all Category A proposals is an advisory meeting with the VPAA/chief academic officer, vice president of business and finance, and vice president for enrollment management, and the vice president for university advancement regarding the appropriate feasibility study sections. This meeting should be scheduled through the VPAA's office.
 - **Step Three**—The third step is a departmental or school vote on the proposal.
 - **Step Four**—If approved by the department/school, a proposal draft and feasibility study is forwarded to the VPAA/chief academic officer for approval.
 - **Step Five**—The VPAA/chief academic officer will confer with the president and if necessary other administrative offices to obtain assurance of the compatibility of the proposed program with university planning.
 - **Step Six**—If the program is in keeping with strategic planning and appropriate funding is available, the VPAA/chief academic officer will submit the finalized proposal with signature and the feasibility study to the Curriculum Committee.
 4. **Proposal Submission**—The proposal should be electronically submitted to the chair of the Curriculum Committee by the VPAA's Office at least two weeks prior to the committee meeting at which the proposal will be placed on the agenda for a vote. Every proposal must include the information indicated above and be provided in the format requested, or it will not be considered by the Curriculum Committee.
 5. **Committee Review**—Proposals received by the Curriculum Committee chair will be distributed to the committee members who will present the proposals to their academic departments/ schools for

discussion during in-person departmental/school meetings or via electronic communication. Departmental/school feedback will then be presented to the Curriculum Committee by the departments or school's representative prior to the final committee vote on the proposal. Proposals that do not receive endorsement of the majority vote of the Curriculum Committee will be returned with an explanation to the originating constituency for reworking, reconsideration, and/or resubmission directly to the Curriculum Committee for review.

6. **Faculty Body Vote & Final Approval**—Proposals receiving Curriculum Committee endorsement will be presented to the full faculty for a vote. New program proposals and revised program proposals that add new concentrations approved by the faculty body are forwarded to the president who reviews the proposal. If the president approves, then the proposal is forwarded to the Board of Trustees for final approval. Proposed changes to degree programs involving more than one-third of the credits identified as required for the major including elective major credits require final approval by the president or delegee (See *Constitution*, Article IV.6.E.3, paragraph 2, sentence 5).

Category B—Category B includes all new courses that require any additional investment resources (beyond the fixed departmental instructional budget).

1. **Documents**—Documents needed for Category B proposals include the following:
 - NEW COURSE forms for all new courses
 - Position descriptions for new full-time faculty (if any)
 - Budget template
2. **Endorsements**—Proposals for Curriculum Committee review can be developed by faculty, academic departments, schools, and administrators. Proposals developed by constituencies other than academic departments or schools must be forwarded for endorsement to the academic department(s) or school(s) to which they pertain.
3. **Proposal Development**—Category B proposal development follows the steps below. The information needed to complete these proposals and suggestions regarding where you can find pertinent information can be found on SharePoint or, as technology at the university changes, the current online document storage system for the university.
 - **Step One**—Proposals developed by faculty and academic departments/schools should be referred to the vice president of business and finance, vice president for enrollment management, vice president for university advancement, and VPAA/chief academic officer before being submitted to the Curriculum Committee.
 - **Step Two**—The second step in the development of all Category B proposals is an advisory meeting with the VPAA/chief academic officer, vice president of business and finance, and vice president for enrollment management, and the vice president for university advancement regarding the appropriate feasibility study sections. This meeting should be scheduled through the VPAA's office.
 - **Step Three**—The third step is discussing with the department or school and conducting a departmental or school vote.
 - **Step Four**—The fourth step is to file a proposal draft and feasibility study with the VPAA/chief academic officer's office for review/approval.

- Step Five—The VPAA/chief academic officer will confer with the president and, if necessary, other administrative offices to obtain assurance of the compatibility of the proposed course within a program of study and with university planning.
 - Step Six—If the course is in keeping with strategic planning and appropriate funding is available, the VPAA/chief academic officer will submit the approved proposal draft and feasibility study to the Curriculum Committee chair with the appropriate signatures attached.
4. **Proposal Submission**—The proposal should be electronically submitted to the chair of the Curriculum Committee by the VPAA’s Office at least two weeks prior to the committee meeting at which the proposal will be placed on the agenda for a vote. Every proposal must include the information indicated above and be provided in the format requested, or it will not be considered by the Curriculum Committee.
 5. **Committee Review**—Proposals received by the Curriculum Committee chair will be distributed to the committee members who will present the proposals to their academic departments/schools for discussion during in-person departmental/school meetings or via electronic communication. Departmental/school feedback will then be presented to the Curriculum Committee by the department’s or school’s representative prior to the final committee vote on the proposal. Proposals that do not receive endorsement of the majority vote of the Curriculum Committee will be returned with an explanation to the originating constituency for reworking, reconsideration, and/or resubmission directly to the Curriculum Committee for review.
 6. **Faculty Body Vote & Final Approval**—Proposals receiving Curriculum Committee endorsement will be presented to the faculty body for a vote. If approved by the faculty body, Category B changes require final approval by the president or delegee (See *Constitution*, Article IV.6.E.3, paragraph 2, sentence 5).

Category C—Category C includes new courses that do not require additional resources.

1. **Documents**—Documents needed for Category C proposals include the following:
 - NEW COURSE form (no additional funding)
 - Position descriptions for new full-time faculty (if any)
2. **Endorsements**—Proposals for Curriculum Committee review can be developed by faculty, academic departments, schools, and administrators. Proposals developed by constituencies other than academic departments or schools must be forwarded for endorsement to the academic department(s) or school(s) to which they pertain.
3. **Proposal Development**—Category C proposal development follows the steps below. The information needed to complete these proposals and suggestions regarding where you can find pertinent information can be found on SharePoint or, as technology at the university changes, the current online document storage system for the university.
 - Step One—Proposals developed by faculty and academic departments/schools should be referred to the VPAA/chief academic officer’s office before being submitted to the Curriculum Committee.
 - Step Two—The second step in the development of all Category C proposals is an advisory meeting with the VPAA/chief academic officer.
 - Step Three—The third step is a department/school vote on the proposal.

- **Step Four**—If approved, the department/school will then submit the finalized proposal to the VPAA/CAO's office for the VPAA's approval.
4. **Proposal Submission**— Once approved by the VPAA and signed, all categories of curriculum proposals should be electronically submitted to the chair of the Curriculum Committee at least two weeks prior to the committee meeting at which the proposal will be placed on the agenda for a vote. Every proposal must include the information indicated on the forms and be provided in the format requested, or it will not be considered by the Curriculum Committee.
 5. **Committee Review**—Proposals received by the Curriculum Committee chair will be distributed to the committee members who will present the proposals to their academic departments/schools for discussion during in-person departmental/school meetings or via electronic communication. Departmental/school feedback will then be presented to the Curriculum Committee by the department's or school's representative prior to the final committee vote on the proposal. Proposals that do not receive endorsement of the majority vote of the Curriculum Committee will be returned with an explanation to the originating constituency for reworking, reconsideration, and/or resubmission directly to the Curriculum Committee for review.
 6. **Faculty Body Vote and Final Approval**—Proposals receiving Curriculum Committee endorsement will be presented to the faculty body for a vote. If approved by the faculty body, Category C changes require final approval by the president or delegee (See *Constitution*, Article IV.6.E.3, paragraph 2, sentence 5).

Category D— Category D includes academic programs being discontinued. These programs include discontinuance of degree programs, concentrations within degree programs, minors, and certificates comprising for-credit courses.

1. **Documents**—The Academic Program Discontinuance Form is the documents needed for Category D proposals.
2. **Academic Program Discontinuance Process**—The Category D proposal development, consideration, and decision process follows the steps below.
 - **Step One**—The proposing constituency completes and forwards the Program Discontinuance Form to the vice president of business and finance, vice president for enrollment management, vice president for university advancement, and VPAA/chief academic officer before being submitted to the Curriculum Committee. If necessary, a meeting among these vice presidents will be held to discuss potential impacts of program discontinuance.
 - **Step Two**—The second step is a departmental or school vote on the proposal. The outcome of the department/school vote is transmitted in writing to the VPAA/chief academic officer, the chair of the Curriculum Committee and the chair of the Faculty Senate.
 - **Step Three**—With knowledge of the recommendation to discontinue or not to discontinue the program, the Curriculum Committee will vote on the proposed discontinuance and transmit the results of the vote for or against discontinuance to the chair of the Faculty Senate and the VPAA/chief academic officer.

- **Step Four**—The fourth step is a vote on discontinuance by the faculty body. The chair of the Faculty Senate will transmit the results of the vote for or against discontinuance in writing to the VPAA/chief academic officer and the president.
- **Step Five**—The president will confer with the VPAA/chief academic officer and then decide to approve the discontinuance or not approve the discontinuance. If approved by the president, the president will forward the recommendation to discontinue the program to the Board of Trustees.
- **Step Six**—The Board of Trustees will vote on the proposed discontinuance. The vote of the Board of Trustees is final.

Category E—Category E is the process to review non-degree-level academic programs including (i) new academic minors, (ii) changes to academic minors that involve more than one-third of the credits identified as required for the minor including elective minor credits, (iii) certificates comprised of for-credit courses, and (iv) additions of specific courses to the existing university core-course categories.

1. **Documents**—Documents needed for Category E proposals include the following:
 - A one-page description of the proposal identifying which of the four subcategories—E(i), E(ii), E(iii), or E(iv)—is proposed, a justification for the proposal, a list of the courses to be included or changes to the existing program.
 - An audit sheet for the proposed curriculum for subcategories E(i), E(ii), or E(iii).
 - Position descriptions for new full-time faculty (if any)
2. **Endorsements**—Proposals for Curriculum Committee review can be developed by faculty, academic departments, schools, and administrators. Proposals developed by constituencies other than academic departments or schools must be forwarded for endorsement to the academic department(s) or school(s) to which they pertain.
3. **Proposal Development**—Category E proposal development follows the steps below. The information needed to complete these proposals and suggestions regarding where you can find pertinent information can be found on SharePoint or, as technology at the university changes, the current online document storage system for the university.
 - **Step One**—The proposal is developed and presented to the appropriate department or school for support and approval.
 - **Step Two**—The second step is a departmental or school vote on the proposal.
 - **Step Three**—If approved by the department/school, the proposal draft is forwarded to the VPAA/chief academic officer for review and approval.
 - **Step Four**—The VPAA/chief academic officer will confer with the president and, if necessary other administrative offices to obtain assurance of the compatibility of the proposed program with university planning.
 - **Step Five**—If the program is in keeping with strategic planning and sufficient funding appears available, the VPAA/chief academic officer will submit the finalized proposal with signature to the Curriculum Committee.
4. **Proposal Submission**—The proposal should be electronically submitted to the chair of the Curriculum Committee by the VPAA's Office at least two weeks prior to the committee meeting at

which the proposal will be placed on the agenda for a vote. Every proposal must include the information indicated above and be provided in the format requested, or it will not be considered by the Curriculum Committee.

5. **Review**—Proposals received by the Curriculum Committee chair will be distributed to the committee members who will present the proposals to their academic departments/ schools for discussion during in-person departmental/school meetings or via electronic communication. Departmental/school feedback will then be presented to the Curriculum Committee by the department's or school's representative prior to the committee vote on the proposal. Proposals that do not receive endorsement of the majority vote of the Curriculum Committee members present for voting will be returned with an explanation to the originating constituency for reworking, reconsideration, and/or resubmission directly to the Curriculum Committee for review.
6. **Final Approval**—Proposals receiving Curriculum Committee endorsement will be forwarded to the president or delegee for approval. The president or delegee shall note final approval of the proposal in writing to the chair of the Curriculum Committee and the chair of the Faculty Senate.

Category F—Category F includes changes to course credit values, changes to course names, and changes to program names. Proposed actions in Category F require the notification, not the vote, of the Curriculum Committee, nor the vote of the faculty body. The Curriculum Notifications form should be submitted to the VPAA/chief academic officer's office for agreement and signature, and then forwarded by the VPAA's office to the Curriculum Committee and the chair of the Faculty Senate indicating the change being made and the reasons for the change. The chair will distribute the notification form to the other committee members. The committee should report receipt of the notification in the minutes of the next subsequent meeting.

Note Regarding Deadlines for Proposals—The deadlines related to the curricular approval process are important to consider throughout the year. Please note the deadlines necessary based on the Board of Trustees meetings, the registrar's office, and the Office of Enrollment and Marketing. Further, agenda items for full faculty meetings must be submitted 10 business days in advance of the meeting. Given this, consult the documents on SharePoint (or as technology at the university changes, the current online document storage system for the university) regarding the important deadlines related to Category A, Category B, and Category C documents as a late submission might mean waiting a year or a semester to be able to offer the course.

Policy on Majors, Concentrations, Minors, and Tracks

Definitions Related to Undergraduate Programs—

- **Major**—A major is a collection of courses designed to give opportunity for in-depth study of a specific area within a given discipline. Regardless of the number of credit hours in a major, there should be a minimum of 25 percent of the credits at the upper level (e.g., 3000 level or higher).
- **Concentration**—A concentration is a structured selection of courses within a major that provides a particular specialization designed to give a student specific knowledge within the major. A student may double-count no more than 8 credits among concentrations.
- **Minor**—A minor is a secondary area of study that sits outside the student's major area of study. Students may not complete minors within their majors. Minors will contain a minimum of 16 credits of study with at least 25 percent of those credits at the upper level (defined above).



Each major and minor is subject to the university requirement that 50 percent of the credits must be taken at Centenary University.

Beginning Fall 2023, a minor may not be approved by the Curriculum Committee where there is not a major within which it is housed. Minors without paired majors that existed prior to Fall 2023 are not affected by this policy.

Definition Related to Graduate Programs—

Track—A track is a subset of professionally oriented courses within a degree, providing the student the opportunity for competence or expertise in a certain area of skill or knowledge.

Definition Related to All University Programs—

- Credit hour—Centenary University operates on the semester credit system using the standard Carnegie unit of 750 minutes of instruction per credit hour. Therefore, a standard one-credit course consists of 750 minutes of instruction, a two-credit course 1,500 minutes of instruction, a three-credit course 2,250 minutes of instruction, and a four-credit course 3,000 minutes, including the final exam period. Course expectations are developed such that students spend two hours of outside work per week for each hour of class time. For example, a course meeting three hours per week should have an average of 6 hours of expected outside work weekly. Courses delivered in an on-line format ensure equivalent learning outcomes.

One-Year Program Review for Newly Approved Degree Programs

The purpose of the one-year program review is to evaluate program progress after the first year. Using the initial feasibility study proposal as a guide, the vice president for academic affairs, the vice president for enrollment management, the vice president for finance, the vice president for advancement, and the respective department chair/dean, and faculty will assess progress toward projected enrollment goals, providing a clear idea of program progress through the lens of admissions, finance, and academics.

Review of this kind provides evidence of how well the university is achieving its mission, helps guide decision-making and resource allocation, highlights areas where improvements need to be made, and where success can provide important lessons for the university.

Process—The VPAA’s Office will notify the chairs and/or deans who oversee newly approved programs of the upcoming 1-year program review for newly approved programs. “New” programs for this purpose are those approved (Curriculum Committee, faculty body, president, and Board of Trustees) on or after September 1, 2019. Notification will occur on or about January 1 for reviews to be submitted to the Curriculum Committee for review by the first business day after September 1.

The review of programs that have completed one year of operation occurs during the semester one year after the new program first appeared in *Undergraduate Catalog* or *Graduate*.

The program faculty members will complete a report that includes the information described in the subsequent section headed “Information Required.” The VPAA’s office will facilitate gathering data from enrollment management, finance, the registrar’s office, and institutional research, as needed to complete the report. Program faculty may provide additional contextual information provided there is data to support it that will provide a full understanding of the program’s contribution to the institution including intangibles



such as community life and Centenary University community visibility.

Once submitted to the committee, an initial review and assessment will be completed by the committee. A meeting may be held with the submitting program faculty, chairs, and/or deans to review any questions directly with the program and gather additional insight on program operation if needed. The Curriculum Committee will create a written report of its conclusions and recommendations to the program faculty, chair/dean, and the VPAA.

Information Required—The one-year program review for newly approved degree programs requires the following information:

1. Program Details
 - a. Department/School Name:
 - b. Program Name:
 - c. CIP Code:
 - d. Effective Catalog Year:
 - e. Number of Students currently in program:
 - f. Campus(es):
 - g. Undergraduate/Graduate:
 - h. Delivery Method(s):
 - i. Submitting Chair/Dean/Faculty Member:
 - j. Date:
2. Enrollment—Referring to the approved feasibility study and budget, please discuss and provide data explaining progress made toward enrollment goals.
3. Expenses—Referring to the approved Feasibility Study and budget, have expenses or anticipated expenses (e.g., faculty, marketing, supplies, accreditation, etc.) exceeded the approved budget? If so, please explain how and why.
4. Revenue—Referring to the approved Feasibility Study and budget, has revenue (e.g., enrollment, fees, etc.) exceeded the approved budget? If so, please explain how and why.
5. Unanticipated Impact—Referring to the approved Feasibility Study, describe any unanticipated or additional impact on existing curriculum inside and outside of the submitting department.
6. Anticipated Changes—Referring to the approved Feasibility Study, have you made or do you anticipate making any changes to any of the following:
 - a. Degree audit
 - b. Catalog description
 - c. Course descriptions
 - d. Sequencing of courses
 - e. Admissions requirements

- f. Program objectives, including yearly assessment plan
 - g. Technical competencies required to enter the program
 - h. Required experiential learning (internships, practicums, etc.):
7. **Full-time Faculty**—Indicate any changes to full-time faculty currently associated with the program:

Three-Year Program Review for Newly Approved Degree Programs

Impacted degree programs' home departments' chairs and home schools' deans will be notified by the VPAA's Office of upcoming 1, 3, and 5-year program reviews for newly approved programs. "New" programs for this purpose are those approved (Curriculum Committee, faculty body, president, and Board of Trustees) on or after September 1, 2019. Notification will occur on or about January 1 for reviews to be submitted to the Curriculum Committee for review by the first business day after September 1.

A program is considered to have completed three years of operation and, therefore, subject to the review process if the anniversary of the initial appearance as an approved program in the *Undergraduate Catalog* or *Graduate Catalog* occurs before the end of the current fiscal year, July 1. For example, a program with an anniversary of active status of Fall 2021, would be due for its 3-year program review in the spring of 2025.

The submitting program faculty members will complete the form (found in the Curriculum Committee's repository), which The Three-Year Program Review form largely mirrors the original proposal for the new program. The VPAA's office will facilitate gathering data from enrollment management, finance, the registrar's office, and institutional research, as needed to complete the report. Space has been included on the form for programs program faculty to provide additional contextual information provided there is data to support it that will provide a full understanding of the program's contribution to the institution including intangibles such as community life and Centenary University community visibility.

Once submitted to the committee, an initial review and assessment will be completed by the committee. A meeting will be held with the submitting program faculty, chairs, and/or deans to review any questions directly with the program and permit the program with the opportunity to provide additional insight on program operation that might be important to consider.

Following the meeting with the program faculty, chairs, and/or deans, the committee will formulate a draft recommendation and will circulate it to all Centenary University departments and schools for comment prior to finalizing the recommendation and forwarding to the VPAA by the end of the fall semester. The final recommendation of the committee will be appended to the minutes of the Curriculum Committee and available for review.

The committee recommendations will take the form of one of the following:

- Continue—Current program trajectory is consistent with expectations and no need to modify the program's trajectory.
- Accelerate—Current program is exceeding expectations and should be considered for additional investment and/or marketing.
- Modify—Current program is generally meeting expectations but there are some areas that appear to warrant review and potential modifications.

- Reconsider—Current program appears to be falling below expectations and should be reviewed for longer-term viability.

Final decisions on program status remains the purview of the VPAA.

Five-Year Program Reviews

Background—The 2017 program analysis established a five-year cycle for general program review consistent with Middle States’ expectations of a regular process of review and assessment. The next review cycle would be during the 2022-23 academic year.

Since those programs subject to or participating in outside assessment by accrediting bodies are already reviewed on a regular basis and subject to standards similar if not more stringent than Middle States, any program that is subject to an outsider accreditor review is excluded from this five-year program review process.

Programs not subject to outside accreditor review will submit information as outlined below aided by data provided by Institutional Research.

Process—Impacted programs/departments (we will use “program” to reference both the program and its parent department/school here) will be notified by the VPAA’s Office of upcoming 5-year program reviews for newly approved programs. “New” programs for this purpose are those approved (Curriculum Committee, full faculty, administration, and Board of Trustees) on or after September 1, 2019. Notification will occur on or about January 1 for reviews to be submitted to the Curriculum Committee for review by the first business day after September 1.

A program is considered to have completed five years of operation and, therefore, subject to the review process if the anniversary of the initial appearance in the *University Catalog* following approval by the Board of Trustees occurs before the end of the current fiscal year, July 1. In other words, a program that initially appears in the 2021-22 catalog would be due for its 5-year program review in the spring of 2027.

The chair, dean, or faculty designee will complete the attached form, which largely mirrors the original proposal for the new program. The VPAA’s Office will facilitate gathering data from enrollment, finance, and institutional research, as needed to complete the report. Space has been included on the form for programs to provide additional contextual information provided there is data to support it that will provide a full understanding of the program’s contribution to the institution including intangibles such as community life and Centenary University community visibility.

Once the following form is submitted to the committee, an initial review and assessment will be completed by the committee. This will lead to a list of questions to be explored with the program faculty as needed. A meeting will be held with the program faculty to review any questions directly with the program and permit the program faculty the opportunity to provide additional insight on program operations that might be important to consider.

Following the meeting with the program faculty, the committee will formulate a draft recommendation and will circulate it to departments via the Curriculum Committee representative for comment. After this circulation has taken place, the committee will finalize its recommendation and forward it to the VPAA by the end of the fall semester. The final recommendation of the committee will be appended to the minutes of the meeting with the program faculty and available for review.



The committee recommendation will take the form of one of the following:

- Continue – Current program trajectory is consistent with expectations and no need to modify course.
- Accelerate – Current program is exceeding expectations and should be considered for additional investment and/or marketing.
- Modify – Current program is generally meeting expectations but there are some areas that appear to warrant review and potential modifications. In this case, the program faculty may be asked to submit a plan for how the program might be improved or revised to better meet expectations and to request relevant support.
- Reconsider – Current program appears to be falling below expectations and should be reviewed for longer-term viability.

Final disposition and action with respect to any program remains the purview of the VPAA.

Faculty Research and Development Committee (FR&D) Rules and Procedures

The Faculty Research and Development Committee aids, assists, and advises both the administration and the faculty on all matters concerning the continued professional growth and development of faculty. The committee establishes procedures and makes recommendations to the chief academic officer for the distribution of funds available to the faculty for travel, study, research, or other development activities during academic semesters and interim periods. The committee also administers the sabbatical program, making final recommendations to the chief academic officer of the university and the president of the university who, with approval of the Board, makes the final decision. The Faculty Research and Development committee consists of a member from each department/school. The University Advancement Office staffs the committee with one ex-officio member. The chair is elected from, and by, the faculty members.

However, in recognition of staffing constraints based on disparate department sizes, representatives selected for FR&D can also serve on the Student Research and Development Committee.

Student Research and Development Committee (SR&D) Rules and Procedures

Student Research and Development (SR&D) is a committee focused on the dispersing of funds to help support students' expenses as those expenses pertain to presenting the students' research, or academic work, at conferences. The committee shall also be responsible for the Annual Academic Symposium, which showcases Centenary students' academic work at the university. The SR&D shall consist of five faculty members from separate departments/schools.

Institutional Review Board (IRB) Rules and Procedures

The Institutional Review Board (IRB) shall assist researchers and administration in protecting the rights and welfare of human research participants. The IRB shall ascertain if proposed research meets federal guidelines for human research participant protections as well as all Centenary University policies, clarify as to whether research is exempt from IRB oversight, participate in initial and continuing review of non-exempt research, assist and inform all current or potential researchers, adjudicate and/or review any problem arising from research with human participants, and report to the VPAA any serious and/or continual non-compliance with requirements set forth by the IRB.

The committee will consist of five (5) total members. Four (4) full-time faculty members should be faculty trained and familiar with social science methodology and from disciplines such as business, criminal justice, law and government, education, mathematics, and social sciences. The fifth member will be from the community (e.g., Hackettstown or surrounding areas). This member will be selected by the president and/or vice president for academic affairs in consultation with the IRB and Senate.

Institutional Animal Care and Use Committee (IACUC) Rules and Procedures

The Institutional Animal Care and Use Committee (IACUC) shall review protocols and evaluate the care and use of vertebrate animals used in research and instruction at Centenary University in accordance with applicable law. The IACUC determines whether research is exempt from oversight, assists and informs all current or potential researchers, reviews any problem arising from research with vertebrate animal participants, and reports to the VPAA any serious and/or continual non-compliance with the requirements set forth by the IACUC. The IACUC shall evaluate vertebrate animal use facilities at least every six months.

The committee will consist of at least three (3) total members, a chair and at least two (2) other members. One of the members must be a Doctor of Veterinary Medicine. One member must have no relation with the institution except for serving on IACUC. This member may participate remotely. If the committee consists of more than three (3) members, no more than three (3) members may be from the same administrative unit of the facility. Members are appointed by the president and serve on a volunteer basis. A science and/or research background in vertebrate animal science/veterinary medicine/ biology/health sciences is preferred. The IACUC shall be sufficiently qualified through the experience and expertise of its members.

The IACUC membership term for faculty members is three years. The veterinarian may serve multiple three-year terms for as long as the president desires. The IACUC membership term for the member not associated with Centenary University is one year. However, the community member can serve multiple one-year terms for as long as the president desires.

Learning Outcomes Assessment Committee (LOAC) Rules and Procedures

LOAC shall offer advice and assistance to the faculty in developing and implementing the student learning outcomes assessment plan and use of the data collected. The LOAC shall also periodically review and report to the faculty on the effectiveness of assessment and standards and policies regarding, but not limited to the meeting of department-, school-, and university-wide outcomes for student learning assessment and accreditation purposes. The committee shall consist of one (1) member of the faculty body from each academic department/school, and a representative from the Office of Institutional Research. The chair shall be elected from the members of the committee.

Procedures for Minutes for Standing Committees

This procedure is designed to archive all committee and department/school meeting minutes in an effective manner for historical purposes:

- Each committee, department, and school will establish a person or rotational system to identify who in the committee or department is responsible for taking minutes.
- Meeting minutes should be sent out to all the members within 72 hours after the conclusion of the meeting.
- The first order of business for the committee, department, and school should be the approval of the previous meeting's minutes.
- Final approved minutes should be saved by the date with underscore for spaces.
- The saved minutes should be emailed to the administrative director of the Office of Academic Affairs and to the Faculty Office. Please type the committee or department title in the subject heading for easy filing.
- The administrative director of the Office of Academic Affairs will forward the minutes to the chief academic officer.
- Either the secretary or the chair for the committee, department, or school should post the minutes to the committee-, or department-, or school-designated SharePoint folder.

CAMPUS OFFICES/RESOURCES

Office of Academic Affairs

Reporting of Faculty Absences

When a faculty member must miss classes, the following procedure should be followed:

- All full-time faculty members should notify the Faculty Absence notification Email Group immediately of any proposed or emergency/medical absence.
- (FacultyAbsenceNotificationGroup@centenaryuniversity.edu)
- The Faculty Absence Report must be completed for all absences; proposed/planned or emergency/medical.
- The Faculty Absence Report is found on the Content Management System under the Faculty Docs, Forms, and Minutes [here](#).
- The completed report should be returned to the Academic Affairs Office immediately.
- The Academic Affairs Office will distribute the form appropriately.

Advising

Centenary has developed an “Academic Advisement Handbook,” that explains policies and procedures pertaining to academic advisement. The advising function is under the guidance of the Dean for Academic Success. Found [here](#).

Registration, Course Changes, Etc.

Information on registration and course changes, as well as other academic policies can be found in the university’s *Undergraduate Catalog* and the *Graduate Catalog*. Current procedural information will be distributed from the Registrar’s Office during the registration and course change periods each semester. The current catalogs are available on the content management system.

Class Rosters and Grade Reports

Early in the first week of classes, faculty members will receive a tentative class roster for each of their classes. During the week following the add/drop period, faculty members will receive final roster. They should check these final rosters carefully and report any discrepancies immediately to the Registrar’s office. Faculty members must complete the course roster census as directed.

Academic Success and Advising Center (ASAC)

Through Academic Success and Advising Center, located in the Harris and Betts Smith Learning Center, students may receive a wide range of academic-support services. Services provided through ASAC include tutoring, academic success & advising, academic coaching, English-language support/ESL, disability services, veterans’ services, career development, and career services. The staff assists students with their



academic concerns and is dedicated to helping them achieve academic enrichment and excellence. There are no fees for any of the services offered through the ASAC

Tutoring and Academic Coaching

Students may receive tutoring by professional or peer tutors. All students may request tutoring themselves or may be referred to the ASAC by their instructors. Students are encouraged to register for tutorial services as early as possible in a semester. Additionally, students can sign up for academic coaching to receive assistance with time management, effective listening skills, note-taking techniques, study strategies, and test-taking hints.

Academic Success and Advising

In addition, the ASAC monitors situations where students may need help. Once a semester, at midpoint, faculty members are asked to fill out academic progress reports. Mid-semester reports must be sent for students with an average of “C-” or lower. The dates for filing mid-semester reports will be on the academic calendar; however, the form also can be used throughout the semester to monitor student success. The academic progress report is available through Pharos, and instructions are sent by the ASAC. Once submitted, the academic progress report is directed by email to the student and the administrative coordinator for the Academic Success and Advising Center, who is responsible for the dissemination of the progress report to the student’s academic advisor and to the appropriate staff of any specialty group to which the student belongs, i.e., Athletics.

Disability Services Office (DSO)

The Disability Services Office works closely with eligible students to arrange for reasonable academic and housing accommodations, which will afford each student the opportunity to participate fully in Centenary University’s service, programs, and activities. Staff members assist students with arranging access to classrooms and class materials, developing learning strategies, and advisement with disabilities issues. Access is provided through a range of reasonable accommodations and support services to identified students that experience disabilities. The office also strives to serve as liaison and resource to the members of the Centenary University community regarding disability issues. This professional support is provided in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (1990). Faculty will receive accommodation letters from students in their courses that are signed by a member of the DSO indicating the accommodations that individual students are entitled to receive.

Academic Code of Conduct of Centenary University

Please refer to the “Academic Code of Content” as presented in the university’s *Undergraduate Catalog* and the *Graduate Catalog*.

The Administration of Examinations, Tests, and Quizzes

1. Quizzes, tests, projects, etc. should be graded, recorded in Moodle, and returned promptly as feedback is an indication of progress being made.
2. Proctoring of tests, quizzes, and projects, etc. is the responsibility of each faculty member. Assigning the proctoring of tests, quizzes, and projects, etc. to someone else is not an independent option for

Centenary University faculty members and requires approval by the chair or dean and the logging in of an absence report unless the chair or dean has approved the absence for scholarship, professional development, service, or other activity related to the faculty member's academic appointment.

3. Permission to make up tests missed will be determined by the instructor, according to such policy as set forth in the regulations issued to the class in the syllabus. All arrangements for such make-ups will be made directly with the instructor by the student. Arrangements for the proctoring of make-up tests for students may be made by the instructor with approval by the chair or dean.
4. Accommodations for students with disabilities are coordinated through the Disabilities Services Office (DSO). Accommodations may include, but are not limited to extended time, alternate locations, and use of an assistive device.

Academic Review Board

The Academic Review Board (ARB) is a standing committee of faculty and staff that is responsible for hearing appeals from students regarding dismissals from the university, monitoring, and hearing appeals to academic code of conduct, and hearing grade grievances related to arbitrary or misapplication of grading policies. For cases concerning academic dishonesty and appeals, the hearing procedures to be followed by the Academic Review Board shall be found in both the *Student Handbook* and the *Faculty Handbook*.

These procedures, as outlined in the handbooks, shall be annually reviewed by the Academic Review Board, and any revisions will be submitted to the Faculty Senate for review. Recommended changes to the policies concerning academic dishonesty, appeals, and hearing procedures recommended by the Faculty Senate are forwarded to the president for final approval.

The Academic Review Board shall periodically review the progress of all students on academic probation. This board may impose such penalties as are appropriate, including but not limited to probation, suspension, or dismissal. Decisions of the board are final and not subject to appeal. The Academic Review Board shall consist of the chief academic officer, the chief student services officer, the dean of academic success, the registrar, four (4) members of the faculty body, and the director of general education. The chair shall be the dean of academic success.

General procedures for the appeals of grades are as follows:

1. Before filing an appeal with the ARB, the student must have met with the instructor to discuss the grade in question and, if unsuccessful in resolving the matter, met with the department chair/dean (or chief academic officer if the department chair/dean is the instructor of the course) and the instructor to further discuss the situation. If unsuccessful in resolving the matter, the student must then submit an appeal to the dean of academic success who in consultation with the department chair/dean or chief academic officer will determine if the appeal will be sent to the ARB or if the instructor's grade will stand.
2. Grade appeals will not be heard by the ARB unless they are based on a misapplication or arbitrary application of an instructor's or the university's grading policy. The ARB will not hear appeals based on the instructor's judgment of the quality of student work.
3. The student, instructor, department chair/dean, and advisor are notified of the time, date, and place of the hearing. The student is required to attend the hearing, and the instructor is required to supply documentation and may attend the hearing. The student's advisor may attend the hearing or send



written information to be presented to the ARB. The student always has the right to have a member of the Centenary staff or faculty present at the hearing to provide advice but not to speak on behalf of the student. The student may also invite someone from outside of the Centenary community to serve as support to the student, but this person cannot speak on behalf of the student.

4. Prior to the hearing, the instructor shares the basis for determining the grade in the course and gives the information relative to this student's grade. The ARB examines the evidence presented by the instructor and may ask the instructor questions for clarification.
5. At the hearing, the student has approximately 15 minutes to present their case for appeal, including personal testimony, testimony of witnesses, and questions put to the instructor. The ARB then questions the student and possibly the instructor concerning the case. The ARB has the option of consulting with anyone who has information relevant to the case. The ARB then makes its decision in executive session. The decision of the ARB is final.
6. The ARB has the right to deny the appeal of the student; to require an instructor to accept assignments, grade them, and recalculate the grade; to change a grade when such a change is necessary because of misapplication (or arbitrary application) of the instructor's or the university's grading policy. The ARB's decision will be reported in writing to the concerned parties.

The review of the academic progress of students on academic probation occurs minimally at the end of each semester. Such reviews are shared with the ARB in executive session by the senior director of academic success and advising. As a result of such reviews, the ARB may—

- Suspend, dismiss, or expel a student;
- Limit a student's credit hour load;
- Set performance goals for students that must be met in order for the student to remain at Centenary; and/or
- Require or recommend tutorial assistance.

Office of Career Development

The Office of Career Development assists students in connecting academic, co-curricular, and vocational experiences in a meaningful way, leading to successful career employment following graduation. Our mission is to create a talent pipeline for students to grow professionally through experiential learning opportunities from freshmen year through their first career. Students should begin using the Office of Career Development in their freshman year.

Career-Development Services—Exploration of personal and work values, interests, skills, and personality can be done through a variety of methods. This exploration helps students confirm a major, select a career field, and/or develop employability skills throughout their time at Centenary. Assessment tools and an extensive career library for investigation help students define desired career directions. Professional career counselors hold individual appointments to interpret career assessment results, assist with job-search correspondence, and conduct mock interviews.

Career Development maintains a wide variety of job listings (full-time, part-time, internships, and summer positions) throughout the local and regional areas. Numerous workshops during the academic year help students fine-tune their job-search and on-the-job maintenance skills.



Internships*—The most up-to-date internship policies and procedures can be found in the *Undergraduate Catalog*.

**Note: Internships must be approved prior to students' beginning their jobs. Approvals may not be granted once jobs have started. Departments impose additional requirements; therefore, students must discuss their potential opportunities with their academic advisors.*

Centenary Campus Store

Virtual Bookstore

There is no longer a physical bookstore on campus; however, keep an eye out for pop-up stores throughout the year. Click [HERE](#) for information about Follet online.

Course Adoptions

Course adoptions are submitted electronically through the Online Adoption Tool (Select *Textbooks* on top tool bar.) The course materials manager will contact any instructors whose orders present a problem. Faculty members are encouraged to consider cost when choosing textbooks. While we encourage finding ways to save student money, it is technically against Follett's contract with the university that sources outside Follet are endorsed or advertised; for example, telling student to visit Amazon or Chegg websites for books. For interest in cost-cutting options, contact the course materials manager at Follet. Adoptions submitted early to have a better chance of used books being available, saving students money when purchasing their textbooks.

**Note: The course materials manager cannot order desk copies of textbooks. The course materials manager may be able to provide the forms and addresses of the publishers, but it is the responsibility of the faculty member to order desk copies directly from the publisher.*

Facilities Department

Work Orders

When anything needs to be moved, built, set up, or torn down, a work order must be placed with the Facilities Department. Centenary Facilities Department uses a work-order tracking system called "School Dude," which assists the Housekeeping, Maintenance, and Grounds Department in keeping track of their activities on campus. The items that are covered are painting, plumbing, electrical, heating and cooling, miscellaneous repairs, and supplies. All non-emergency maintenance requests must be entered in "School Dude." Please plan to enable facilities to schedule the work in a timely manner. Click [here](#) to submit a maintenance request.

Emergencies

For emergencies relating to the building and grounds such as plumbing or heating problems that arise during normal office hours, notify the facilities department. Emergencies arising at other times should be reported to the Security Service through the Switchboard Operator. Monday-Friday from 8:00 am to 4:30 pm, call 908.852.1400, ext. 2301.

After business hours and weekends, call 862-254-0219.

Human Resources/Faculty Benefits

Detailed information on employee benefits can be found on the university's website (<https://www.centenaryuniversity.edu/human-resources/benefits/>) or by contacting the Human Resources department.

- Family and Medical Leave
- Firearms Policy
- Drug-Free Workplace Policy
- Smoking Policy
- Inclement Weather Policy
- Van and Vehicle Policy

All of the above policies are posted here: <https://www.centenaryuniversity.edu/human-resources/policies-and-notice/>

Office of Information Technology (OIT)

Centenary University's Office of Information Technology (OIT) is responsible for maintaining and administering the university's technology environment and systems including cloud and on-site data systems, enterprise applications, the campus data center, staff- and faculty-issued computers, office computers, classroom podiums computers, library and lab computers, TV Studio, radio station and editing rooms. In addition, OIT maintains a multi-campus wired and wireless network infrastructure and supports campus-wide print operations.

OIT designs, maintains, and supports university classroom and meeting space audio visual systems and web-conferencing tools that are licensed by the university, excluding specialized systems maintained and operated by Centenary Stage Company, the Theater Department, or other offices on campus. [Not clear which other offices are included in "other offices on campus."]

OIT provides academic technology support for faculty and staff including assistance with online teaching and learning, classroom technology, online course development, instructional methodology, and pedagogical incorporation of technology.



OIT Help Desk is available 24/7, 365 days a year for quick technical support via extension 2000, online chat, or email at helpdesk@centenaryuniversity.edu. Issues that are not able to be resolved on first contact are escalated to the university's on-site team and will be addressed within the next business day.

The Office of Information Technology is located on the second floor of the Seay Administration Building above the Admissions Department. In-office hours are (generally) 8:00 a.m. to 6:00 p.m.

Taylor Memorial Library

Taylor Memorial Library supports the academic mission of the university, offering onsite and virtual environments that encourage student learning and development, enrich classroom teaching, and enable research and information discovery. The library mission is to cultivate curiosity and creativity via our services, programs, campus partnerships, and information Learning opportunities. The library facilitates student success in college and beyond through research support, information literacy instruction, and superior customer service.

Information Literacy & Instruction Program

In collaboration with faculty, our librarians provide students with the research and information literacy skills required to navigate their course assignments successfully. The program is designed to build life-long information-seeking behaviors in undergraduate and graduate students through quality in-person and virtual instructional opportunities that teach students to locate, evaluate, and use information efficiently, critically, and ethically. When possible, instruction classes will be held within the library to familiarize students with the facilities and resources available.

Faculty requests for instruction will be honored with reasonable advance notice. When requesting library instruction, it is helpful to include your syllabus, pointing to specific assignments on which instruction should focus.

To discuss library instruction options for your class, please contact the instruction and outreach librarian.

Course Materials, Open Educational Resources, & Classroom Equipment—To locate affordable course materials; search the library's databases for relevant articles, e-books, and streaming videos; and explore the library's open education resources webpages for links to OER repositories and specific titles by subject.

Collections, Information Access, and Interlibrary Loan (ILL)—Library resources, both physical and electronic, are searchable 24/7 via the library website. Use your Centenary credentials to login.

The library subscribes to many academic research databases, accessible from the Databases A-Z page. Use the publication finder to determine if we have access to a specific periodical. For physical items such as books, search the library catalog. Digitized archival materials related to university history are also available. Librarians have compiled subject-specific resources into subject guides and course guides.



To request materials not owned or licensed by Taylor Memorial Library, use our interlibrary loan service (ILL). Requests can be submitted within most databases or via a form on the library website. In most cases, we can obtain or borrow a copy of your requested item.

Technology—The library provides access to public-use computers, printers (black-and-white and color), photocopiers (one designated specifically for faculty use), a scanner, and a device charging station.

Study Space & Programming—The library offers a variety of spaces that students can use for both quiet study or group work. We also invite students and other groups to use library spaces for programs.

Research Expertise & Student Support—The library is a key part of students' academic support system. For in-depth research inquiries, students should consult with a librarian—appointments are available in person or virtually. Please encourage your students to seek out support at the library; the library staff fields all kinds of student questions (academic, informational, technological), and our goal is always to assist as much as possible.

Registrar

CLEP

The College Level Examination Program (CLEP) gives students the opportunity to receive college credit for what they already know by earning qualifying scores on any of one or more of the 35 CLEP examinations. More information regarding CLEP exam descriptions, registration information and exam fees can be found on College Board's website. Information regarding CLEP equivalencies can be found on the Registrar's Office website. <https://www.centenaryuniversity.edu/wp-content/uploads/2018/09/CLEP.pdf>

Independent Study Policy

Independent study is an important part of the curriculum and should be used to supplement rather than replace existing courses of study. When registering for an independent study, the student selects a topic from a single field of learning or one that is interdisciplinary in nature, prepares and executes a plan of study in consultation with one or more full-time instructors, and at the end of the semester, prepares a research paper, or provides other evidence of accomplishment suitable to the topic. In addition, the student may be required to take an oral or written examination.

The credit to be sought for an independent study, which may range from one to four credits, is to be determined when the topic is approved. No more than eight (8) credits of independent study may be applied toward the associate degree and the master's degree. The maximum number of credits that may be applied toward the bachelor's degree will be determined by the nature of the student's academic program, but optimally should be no more than sixteen (16) credits.

To register for an independent study, a student must complete the "Independent Study Application" form, meet with the instructor(s) who is (are) to supervise the independent study, complete each part of the application, secure the requisite signatures, and return the application to the VPAA or appropriate dean for approval signature. Approved forms should be sent to the Registrar's Office. No student, except for extenuating circumstances, should be allowed to register for more than one independent study during a



given semester or term.

Students who wish to undertake an independent study must meet the following conditions: (1) the student must be, minimally, of sophomore standing (undergraduates), or have completed at least 50% of their credits (graduate students); (2) the student must have a cumulative grade point average of 2.75 or above. Exceptions may be made with the approval of the chief academic officer.

To be approved, the proposed independent study must follow the regulations noted below:

1. The proposed independent study must clearly state the educational objectives it is meant to obtain, the texts or readings to be used, a complete outline of study [syllabus], the schedule of meeting times and the method(s) to be used in evaluating the student's performance.
2. The proposed independent study must have all requisite signatures prior to being submitted to the VPAA or appropriate dean for approval.
3. The proposed independent study cannot duplicate courses that are currently being offered, except for a student having an irresolvable conflict between required classes for which no suitable alternative is available.
4. The proposed independent study for a full-time student must be assigned to the supervision of a full-time faculty member, unless there are none available [no full-time student should be assigned to an independent study with an evening or adjunct faculty].
5. All proposed independent study applications must be completed and submitted to the VPAA or appropriate dean on or before but no later than the end of the regular add/drop period of a given semester. [Applications submitted after this deadline may not be accepted]. A limited number of independent study courses will be approved by the VPAA or appropriate dean each semester.

Prior Learning Assessment Program

Centenary University's Prior Learning assessment (PLA) program is designed to help adult learners combine college courses and life and/or work experiences in a nontraditional approach toward earning a college degree. Adult learners who are 23 years of age or older, matriculated, and who have earned a minimum of 8 credits of coursework at Centenary are eligible to participate in this program. Students may not use PLA credit to satisfy their 30-credit residency requirement at the university.

To become involved in the university's PLA program, interested students must complete a prior learning assessment preregistration checklist through their academic/program advisors. Students must then register for and successfully complete a one-credit required course, PLA 1000—PLA Portfolio Development. This course is offered quarterly. The course will cover details of the PLA process and the mechanics of portfolio creation. After successful course completion, students will create and submit portfolios for approved course content to the director of PLA who will then assign the portfolios to faculty evaluators who will assess the portfolio and determine if college-level credit has been demonstrated and the amount of credit earned.

Fees

The prior learning assessment fee for PLA 1000 is the equivalent of one credit at the prevailing tuition rate at the main campus, payable upon registration for the course.



The fee for PLA credits is 50% of the prevailing tuition rate (graduate or undergraduate depends upon the level of credit sought) per credit for the main campus. Fee payment is due in full upon submission of portfolio(s) for evaluation.

1. Students in the accelerated cohort programs can only apply for PLA courses that are not part of their cohorts of study.
2. PLA credits, including CLEP credits, cannot be applied toward the university's 30-credit residency requirement. All evaluations for PLA credits must be completed by the end of the semester before the one in which the student is planning to graduate.
3. The PLA fee is not eligible for any discounts such as, but not limited to employee, PDS, law enforcement, etc. The fee for PLA 1000 is not covered by full-time tuition (12-18 credits); it is an additional tuition charge for 1 credit.

Registrar forms are available here: <https://www.centenaryuniversity.edu/admission-aid/graduate-students/pla>. Please bookmark this page for future access. Completed forms can be emailed to the VPAA/CAO's office. Adobe sign can then be utilized to collect signatures.

Campus Life

The mission of the Office of Campus Life is to contribute to the educational co-curricular experience for all students. The office works to provide a supportive and inclusive atmosphere that will enhance students' personal development, persistence within, and commitment to the university community and beyond.

Personal development is defined as helping students achieve their own potential by cultivating their self-improvement skills as they relate to themselves, their communities, and their professions inside and outside the classroom environment. This mission will be accomplished through assessing, understanding, and empowering student leaders and contributing to their effectiveness. The mission is enhanced by providing responsive advising, career and personal counseling, food, health, security, and tutorial services, among other services. These measures are designed and instituted in concert with the faculty and academic programs of the university, as well as with other service-oriented departments including admissions, athletics, business office, facilities, operations, library, and registrar.

Centenary University attempts to keep close and personal contact with students through the Office of Campus Life. The staff is responsible for developing programs and activities that aid in a student's social and emotional development. The aim is to make the university experience rich and rewarding for all students. The office serves as a central resource area in helping students deal with problems and concerns. Students may receive help from members of the campus life staff or through referral to other personnel. The office also has the responsibility for student disciplinary processes and changes in student residency status.

Counseling Center

Centenary University offers all students the opportunity to participate in individual, couples, or group counseling with a professional counselor. A consulting psychiatrist is available for the medical management of students in counseling. Whether students are experiencing mental health symptoms, relationship



challenges, or having difficulty adjusting to college or finding direction in certain aspects of their lives, counseling can help develop decision-making skills and coping strategies.

The Counseling Center staff are actively involved in many facets of campus life, including residence-life programs; new-student orientation; and faculty, staff, and student education in the areas of mental health and wellness. Educational programs dealing with such topics as wellness, anxiety and stress, relationship concerns, a suicide-prevention program, and mental health first-aid training are sponsored by the counseling department on an ongoing basis.

Counseling services are available without charge, and all sessions are strictly confidential. Walk-in hours are available every weekday (12:00-1:00) and after-hours crisis counseling and consultation is available 24/7, when the center is closed. Referrals may be made to professionals or agencies in the community for long-term counseling. Counseling Center staff strictly adhere to all ethical standards set by their respective professional organizations, such as the American Counseling Association and the American Psychiatric Association. Addition information can be found on the content-management system under the activities tab, main campus counseling center.

The Writing Collaboratory

Located in the lower level of Taylor Memorial Library, the Writing Collaboratory offers 30-minute peer-to-peer consultations on any type of written communication in every field of study at the university.

Consultants work with students at any stage of the writing process from brainstorming to final drafts. The Writing Collaboratory also offers evening workshops focused on writing in the disciplines, special topics in writing and identity, and general writing advice. The Writing Collaboratory also supports faculty by offering workshops for individual classes with topics ranging from general writing advice to guidance for specific course assignments to group tutoring sessions. In addition to collaborative writing instruction, the Writing Collaboratory maintains a small library where students can take advantage of writing handbooks or citation guides. The Writing Collaboratory also provides several computers that students may use to check email or work on assignments. A lounge area allows students to take advantage of a quiet environment conducive for reading or taking well-deserved breaks in- between classes.

Students can make an appointment using the Writing Collaboratory's online database at <http://centenary.mywconline.com>, or students may come by to speak with a Writing Collaboratory staff member. Students are also able to stop by for walk-in appointment when staff members are available.

Handbook Revisions

Revised 1/30/2012. Revised 2/18/2012. Revised 4/15/2012. Revised 5/17/2013. Revised 10-1-2014. Revised 10/9/2019. Revised 8/28/2020. Revised 5/2021. Revised 5/2022.