

Centenary University Faculty Handbook: Policies & Notices 2021-2022



CENTENARY UNIVERSITY FACULTY HANDBOOK: POLICIES & NOTICES 2021-2022

TABLE OF CONTENTS

FACULTY POLICIES AND NOTICES	4
Centenary University Policy Statements:	4
Centenary University Civility Statement.....	4
Centenary University Conflict of Interest Policy	5
Centenary University HIV and EMPLOYMENT AT WILL Policy:	5
JOB DESCRIPTIONS	6
Title: Academic Deans	6
Title: Department Chairs.....	6
Title: Faculty Member	7
Reports to the appropriate Department Chair or Dean:	7
The responsibilities of all full-time faculty members are as follows:	7
Teaching Load	11
Field Trips	11
Laptops and Technology Integration	11
SYLLABUS PREPARATION.....	11
I. General Information	11
II. Purpose of Course.....	12
III. Student Learning Outcomes.....	12
IV. Course Materials.....	12
V. Teaching Methodologies.....	13
VI. Course Outline and Calendar of Class Assignments and Activities	13
VII. Methods of Evaluation and Determination of Final Grade	13
VIII. University Attendance Guidelines	14
IX. University Syllabi Statements.....	14
GRADING POLICIES/PROCEDURES	17
Grading System	17
Grade Changes.....	18
Calculation of Grade Point Average.....	18
Incomplete	18
Removal of a Grade of “F” from Computations (this policy does not apply to graduate courses)	18
Audits	19
Grade Confidentiality	19
Grievance of a Grade	19
Attendance and Engagement.....	19
Attendance Guidelines	19
Student Records	20
FACULTY EVALUATION PROCEDURES AND GUIDELINES	21
Faculty Evaluation Procedures and Guidelines	21

Summative Self-Evaluation Guidelines	22
Introduction	22
Preparation of Summative Evaluation Portfolio.....	22
Promotion Applications	22
Self-evaluation	22
Other Materials.....	24
FACULTY COMMITTEES.....	26
Rules and Procedures for the Promotion and Tenure Committee (P&T).....	26
Curriculum Committee Proposal Guidelines	27
Proposals Requiring Curriculum Committee Review pertain to the following categories:.....	28
Proposal Development	28
Note Regarding Deadlines for Proposals	31
Procedure for Notifications	32
Faculty Research and Development Committee (FR&D).....	32
Student Research and Development Committee (Sr&D)	32
Institutional Review Board (IRB)	32
Procedure for Minutes for Standing Committees.....	33
CAMPUS OFFICES/RESOURCES	34
The Office of Academic Affairs.....	34
Academic Success and Advising Center (ASAC) / Disability Services Office (DSO)	34
Academic Code of Conduct of Centenary University.....	35
The Administration of Examinations, Test, and Quizzes.....	35
Academic Review Board.....	35
Office of Career Development and Community Engagement	37
Internships.....	37
Centenary Campus Store	38
THE FACILITIES DEPARTMENT	39
Human Resources/Faculty Benefits	39
Office of Information Technology (OIT)	39
The Learning Resource Center/Library	40
Multimedia Classrooms	40
REGISTRAR.....	40
CLEP.....	41
Independent Study Policy	40
Prior Learning Assessment Program.....	42
Student Life	43
Counseling Center	43
The Writing Collaboratory	44
APPENDIX	45
Appendix One, Faculty Handbook: Centenary University:	45
Teaching Excellence Guidelines	45
Measures	46
References.....	46
Appendix Two, Faculty Handbook: Centenary University, Guidelines for Institutional Service	48
References.....	49

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 Faculty Constitution. All Faculty members should make themselves familiar with the information contained in this document and in the Constitution. The Constitution provides a framework for shared governance subject to the authority of the President and Board of Trustees of Centenary University.

Each Faculty Member reports directly to his or her Department Chair or Dean. Faculty Members are also accountable to the other members of their Department, to the faculty in general, and to the Chief Academic Officer. Department chairs and Deans report to the Chief Academic Officer.

Centenary University Policy Statements:

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, 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 worth 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/2021/01/Code-of-Ethics-2021-Final.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.

Full-time faculty members and full-time members of the Executive Staff have many activities in their lives outside Centenary University. A “conflict of interest” arises when a full-time Faculty or Executive Staff member’s personal, social, financial, or political activities have the potential of **interfering with his or her 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 Executive Staff 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.

No outside affiliations with competitors or suppliers are permitted unless:

The full-time faculty or Executive Staff member obtains the written approval of his or her Department Chair or the appropriate officer in the Academic Affairs office.

*A separate Conflict of Interest Policy may be appropriate for staff members.

Sexual Harassment, Anti-Harassment, Discrimination & Retaliation Policy

The most accurate and up-to-date policy can be found on the Title IX webpage:

<https://www.centenaryuniversity.edu/human-resources/title-ix-webpage>.

Centenary University HIV and EMPLOYMENT AT WILL Policy:

HIV Policy, Employment at Will policy can be found on the HR Policies and Notices webpage:

<https://www.centenaryuniversity.edu/human-resources/policies-and-notice>.



JOB DESCRIPTIONS

Title: Academic Deans

The dean is expected to:

- Embody the role of leader, mentor, and visionary for the entire School with a demonstrated commitment to open, transparent communication;
- Play a key role in recruiting, mentoring, and retaining faculty and staff within the School 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 that reflects and advances the mission and strategic direction of the University;
- Work collaboratively with any directors or coordinators of specific programs within the School;
- Work with University Advancement in raising endowments, obtaining external grants, and other initiatives that support the work of the School's faculty and students;
- Identify and establish sources of revenue other than that generated through program enrollment;
- Work to maintain the School's specialized accreditations and assist with maintenance for Middle States accreditation for the University;
- Assure that programs are current with respect to curriculum, faculty credentials, and learning outcomes;
- Achieve enrollment goals (new and returning) in conjunction with University Admissions;
- Represent the School to the faculty, staff, and administrators of Centenary University;
- Represent the School 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;
- Formulate and monitor the budget for the School and provide biannual program reports for initiatives to the VPAA;
- Advance the goals of the University, VPAA, and the Faculty;
- Evaluate all faculty and staff within the School;
- Other duties assigned.

Title: 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, 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:
 - 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;
 - Work collaboratively with any directors or coordinators of specific programs within the department;
 - Work to maintain specialized accreditations for accredited programs within the department;
 - Assure that programs are current with respect to curriculum, faculty credentials, and learning outcomes;
 - Advance enrollment goals (new and returning) 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, VPAA, and departmental programs;
 - Other duties assigned.

NOTE

COVID-19 or other pandemics or emergencies may result in a chair working remotely for extended periods of time. While working remotely, chairs are expected to continue with their duties as noted above.

Title: Faculty Member

Reports 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 University Employee Handbook. 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.

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; 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.

2. **Advising** (does not include designated SPS faculty): 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 with 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. 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 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 educational purpose.
4. **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.
5. For additional information pertaining to expectations for Institutional Service, see Faculty Evaluation Procedures and Guidelines and the University approved [rubric](#).
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 shall make 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 shall maintain a rubric detailing Department and/or program specific criteria for contributions to the profession/ scholarship. Therefore, faculty should consult with their Department Chair or Dean regarding Department/program specific criteria and expectations for contributions to the profession/ scholarship.

Centenary encourages faculty to be full members of professional organizations, both national and local, where the purposes and goals of said organizations are not contrary to the purposes and goals of the University.

7. **Professional consulting**, which includes teaching at other colleges, must be approved by both

the Department Chair or Dean and the appropriate Academic Officer(s). During the Fall semester, each faculty member should provide the Department Chair or Dean and the appropriate Academic Officer(s) 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 the 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. **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 defend 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 decision 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 the 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:

- a. 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.
- b. 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 his/her absence or leave, the President of the University, may grant the request for leave for such period and on such terms as they may determine.
- c. The sick leave policy can be found on the Human Resources Policies & Notices webpage at <https://www.centenaryuniversity.edu/human-resources/policies-and-notices>.
- d. All faculty are expected to log sick time in ADP.
- e. 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.
- f. 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).

Teaching Load

For the Academic Year 2021-2022:

Faculty are required to teach a minimum of 6 courses (18-24 credits) spread over the academic year-SUII/Fall/Spring/SUI or similar SPS terms. For the academic year 21-22, faculty will teach a minimum of 7 courses (21-28 credits) spread over the Academic Year – SUII/Fall/Spring/SUI. Teaching load will be reviewed annually as a part of the University budgeting process each spring.

In order to satisfy this requirement, a “course” is considered either a 4-credit undergraduate course or a 3-credit graduate course. All course delivery formats are considered equal, i.e., blended, online, and traditional, regardless of course length, e.g. 6-week, 8-week, 10-week, etc.

Overloads are not encouraged and will only be paid once load has been met. If absolutely necessary, a faculty member can teach one overload. Additional overloads must be approved by the Department Chair or Dean and the Chief Academic Officer.

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 Student 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.

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.

SYLLABUS PREPARATION

A syllabus should be carefully prepared and posted in Moodle before the first day of class for each course. Since syllabi represent a contract between the student and the faculty member, the University expects faculty to provide students with a clear, accurate, and professional syllabus no later than the first day of class. Adding assignments, changing assignments, or failing to follow through on the conditions set forth in the syllabus are valid cause for student objections, complaints, and grievances. The University recommends or requires that syllabi include the following sections and information. The purpose here is not to prescribe a single, universal syllabus format (unless your department requires this), but rather to provide a possible model for selection or adaptation, as appropriate.

I. 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.

II. Purpose of Course

It 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.

III. Student Learning Outcomes

Student Learning Outcomes—every department and/or program has stated student learning outcomes. Learning outcomes should be clearly stated and included in every syllabus.

Centenary Learning Outcome—in addition to department and/or program learning outcomes, Centenary University has specific learning outcomes that reflect the primary skills and knowledge students are expected to acquire.

In April 2021, the Centenary Faculty adopted the CLO's. Specific CLO's may be included in syllabi. CLO's are included as part of the Universal Syllabi Statements. It is very important for assessment purposes that all stakeholders understand the value added that is part of a Centenary education. By the time the students graduate from Centenary University, we expect that in addition to more discipline-specific outcomes, students will be able to:

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 CLO's. It is important that the faculty are able to demonstrate this in each syllabus by referring to the CLO's after the course objective/learning outcomes, where applicable.

The following is an example:

Course Learning Outcome:

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

IV. 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 Taylor Memorial Library for assistance with OEMs for specific courses and disciplines.

V. 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.

VI. 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.

VII. 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	20%
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; (c) the student's responsibility for completing all evaluated assignments on time and according to specified guidelines.



The University suggests that, in this section of the syllabus, or in an appendix, faculty 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 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.

Finally, the University offers a word of caution regarding the evaluation of class participation. While active oral participation by students is desirable, and quality participation is a useful indicator of student learning, care should be given to overweighing oral participation in the determination of the final grade. If class participation constitutes any 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.

VIII. University Attendance Guidelines

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 statements. 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.

IX. University Syllabi Statements

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 the all Centenary University syllabus statements as found on Moodle, with additional clarification below” and then any additional syllabi statements specific to that course.

Students are responsible for the following universal University syllabi statements (updated August 2020):

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

Centenary Learning Outcomes (CLO's) must be included. These specific learning outcomes should reflect the primary skills and knowledge students are expected to acquire. Reference should also be made to CLO's and the program's discipline outcomes.

In April 2021, the Centenary Faculty adopted the Centenary Learning Outcomes (CLO's). It is very important for assessment purposes that all stakeholders understand the value added that is part of a Centenary education. By the time the students graduate from Centenary University, we expect that in addition to more discipline-specific outcomes, students will be able to:

- **Communication:** Communicate verbally, in writing, and visually in ways that indicate an understanding of diverse audiences, genres, and mediums
- **Critical thinking:** Critically and creatively apply knowledge to evaluate, synthesize, connect, and critique qualitative and quantitative information across disciplines
- **Information literacy:** Locate, evaluate, integrate, and cite properly vetted qualitative and quantitative evidence

- **Diversity:** Integrate and apply knowledge from multiple diverse perspectives using integrity, social responsibility, and ethical behavior
- **Collaboration:** Foster engagement locally and globally by working thoughtfully and respectfully with culturally and socially diverse individuals and groups

Faculty should also be familiar with the CLO's that have been established for every academic program at Centenary. The information can be obtained from the Department Chair, and should be referenced on EVERY syllabus. 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 CLO's. It is important that the faculty are able to demonstrate this in each syllabus by referring to the CLO's after the course objective/learning outcomes, where applicable. The following is an example:

Course Learning Outcome:

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

CLASSROOM CONDUCT: Students are expected to be respectful and courteous to their fellow classmates and their instructor in all correspondence, whether in class, through email, postings, or synchronous chats. Improper conduct includes using abusive language, using informal "texting" language, criticizing other students, and other counterproductive negative behavior. The instructor has the right to remove a disruptive student from the classroom. Students have the right – and are encouraged – to speak to the instructor (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 their 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 sanction 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.

As an academic community, Centenary University endorses the pursuit of knowledge through open and honest discourse. Therefore, the University expects students to conduct themselves honestly in all academic activities. Any action which compromises this integrity or otherwise attempts to discredit the knowledge a student has acquired is inappropriate and unacceptable. Through continued participation in the academic code of conduct, students demonstrate respect for Centenary's commitment to academic excellence. It is the



intent of the University faculty and trustees that each student acknowledges and adheres to the code.

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:

- 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 paper with similar premises for two classes, you must obtain the permission of all instructors involved and reference the works appropriately.

University Syllabi Statements click [here](#):

GRADING POLICIES/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 is in keeping with the nature of the field.

Written assignments which 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
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 grade average. Some departments have adopted common grading scales. Consult with department chair or dean. If no departmental scheme is determined, use is up to 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:

A = 100-93	B+ = 89-88	C+ = 79-78	D+ = 69-68	F = 59 & below
A- = 92-90	B = 87-83	C = 77-73	D = 67-63	
	B- = 82-80	C- = 72-70	D- = 62-60	

Grade Changes

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 approval by completing the Change of Grade Form within 2-weeks of the start of the next semester/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:

A = 4.0	B+ = 3.3	C+ = 2.3	D+ = 1.3	F = 0.0
A- = 3.7	B = 3.0	C = 2.0	D = 1.0	
	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/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/her assignments in the allowable timeframe.

Removal of a Grade of "F" from Computations (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

A student may audit a course with the consent of their academic advisor or department chairperson. 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 a student registers will receive a grade for credit and charged full price of the tuition cost. Online courses are not eligible to be audited. Charges for auditing a course is one-half of the for-credit charge

Grade Confidentiality

In light of 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/her grades are not accidentally or otherwise revealed to other students. Faculty are advised not to post final grades or testresults on their office doors as this may breach a student's right of confidentiality. Great care should betaken to ensure that names and social security numbers are not used in any way that makes grades public. The faculty member must 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.

The same practice applies to semester grades.

Grievance of a Grade

Please refer to the Centenary University Undergraduate Catalog for the most up-to-date information on grievance of a grade: <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 period. 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 mark 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, Lindsay Galasso 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: <https://www.centenaryuniversity.edu/wp-content/uploads/2017/12/ATTENDANCE-12-2017.pdf>



Student Records

Policy Statement

In accordance with the Family Educational Rights and Privacy Act of 1974, Centenary University requires that every matriculated student who chooses to have the University release copies of grades, transcripts, or any other information relative to academic performance to parents, guardians, bill payers, prospective employers, or governmental agencies must provide written authorization for the University to do so. Therefore, every student is required to complete a “Release Form” at the beginning of each semester that will either authorize the University to release such information or prevent it from doing so. A student's records will not be released without written consent, except to Centenary University faculty or staff who demonstrate a clear need to know. Other exceptions to the above policy include compliance with a judicial order or in an emergency involving the health or safety of a student or other person

Procedures and Confidentiality

Within the Centenary University community only those members, individually or collectively, acting in the student's educational interest are allowed access to 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.

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. Students may withhold “Directory Information” by 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 teaching Faculty undergo periodic review of two types: 1. Annual Review, and 2. Summative Review. (For Visiting, Part-Time, and Adjunct Faculty there are two types: Formal and Interim Review. See E below.) All are “formative” in the sense that they provide feedback for improvement in performance. The Annual Review 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. Both are made up of the same components: the Professional Development Report, Self- Evaluation, Student Evaluations, Peer Evaluation, Professional Improvement Plan, and Administrative Evaluation. In the Annual Review, the self-evaluation is optional and the peer evaluation is less extensive than that of the Summative Evaluation. All forms shall be developed via consultation between the Faculty Senate and the Office of Academic Affairs (please refer to Constitution, Art. V, Sec.3 B).

Items below *do not* currently occur in the Constitution Art V, Sec 3 B.

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.

Faculty undergoing Summative Review are not required to undergo a separate Annual Review. Those components of the Summative Review that are in common with those of the Annual Review will be used to provide information for the Annual Review.

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 are expected to maintain and update clear criteria for scholarship and professional service expectations within their respective disciplines and programs. Faculty are invited to consult with their Department Chairs and/or program directors 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 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 time period since the last summative review an upload to their Office 365 Sharepoint Summative folder. (Contact the Faculty Office Administrator 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.

If a person goes for Promotion off cycle and does not receive the promotion, they will revert back 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.

Self-evaluation

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 are by definition non-tenure-track and without tenure. All titles with the exception of Adjunct may be modified by the use of 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. These individuals are distinguished practitioners who demonstrate eminence in the field, sustained accomplishment, and continual activity in their discipline. Exceptional contributions as a practitioner are the basis of evaluation. 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 Clinical/Professor of Practice positions, with the exception of eligibility to switch to tenure track.

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	By course	By term or academic year	By term or academic year	One- to five-year renewable terms	One- to five-year renewable terms	One- to five-year renewable terms	One- to five-year renewable terms
Voting Rights	No	No	No	Yes*	Yes*	Yes*	Yes*
Periodic Reviews	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Full- or Part-time	Part-time	Full-time	Part-time; minimum of two courses	Full-time	Full-time	Full-time	Full-time
Educational and Experience Requirements	Specified by department and accrediting bodies	Specified by department and accrediting bodies	Specified by department and accrediting bodies	Specified by department and accrediting bodies	Specified by department and accrediting bodies	Specified by department and accrediting bodies	Specified by department and accrediting bodies



The self-evaluation should begin with a paragraph explaining current 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.

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:

- Previous evaluation summary;
- Supportive documentation.

Items to Include:

Teaching Effectiveness

- Statement of teaching philosophy, style, and methods.
- List of all courses taught since last evaluation.
- Include copies of all syllabi from current Fall courses, including projects or assignments not detailed in the syllabus.
- Reflective statement of professional contribution to the teaching mission of the department or institution.
- Assessment of personal teaching effectiveness:
 - Planning and preparation;
 - Type of delivery;
 - Knowledge of subject matter;
 - Classroom management; and
 - Professional attitude and competencies.
- If desired, a chart of past courses taught, to include enrollment, grade distribution, and overall student evaluation scores.



Professional Activities and Scholarship

- Statement of areas of appropriate professional development in your discipline.
- List personal goals and objectives, by year, since the last summative evaluation and document the current status of these goals and objectives where possible.
- List future professional development plans.
- Current curriculum vitae.

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.

Institutional Service

- Include faculty committees and other task forces within the University assigned or assumed. List the role/tasks performed as a member.
- Departmental service and responsibilities.
- Interdisciplinary and interdepartmental service and collaboration.
- Co-curricular activities.
- Participation in University-wide initiatives including recruitment and retention.

Documentation Suggestions

Attempt to provide documentation, such as:

- Recent testimonial letters from students, alumni, peers, staff, administration – either solicited or unsolicited.
- Letters, 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, or competition programs.
- Fellowships, recognition, and grants.
- Internal policy books, handbooks, safety codes, etc.

FACULTY COMMITTEES

Rules and Procedures for the Promotion and Tenure Committee (P&T)

Committee Rules and Guidelines

a. 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:
3. A draft evaluation report and recommendation on each of his/her candidates that will serve as the principal focus for subsequent Committee discussion of that candidate.
4. A final version of this report incorporates the Committee's comments and recommendations that will serve as the formal report of the Committee's actions to the Chief Academic Officer.
5. The facilitator will be responsible for revising, preparing, and proof reading the final report prior to the Committee members signing the report.
6. The format of the report will be in accordance with the model following this procedure.
7. Candidates shall be randomly assigned to facilitators.
8. 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 or not 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 his/her 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, 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. The report needs to be written in an objective manner that reflects analysis only of materials submitted.
3. Candidates are expected to complete their self-evaluations prior to the deadline. No extension of time will be permitted.
4. Complete documentation shall be submitted to the Committee by the constitutionally established deadline.
5. Missing or additional documentation will not be accepted after the deadline.
6. The Committee reserves the right to request clarification of documentation submitted.

Conclusion of Promotions and Tenure Committee Responsibilities:

1. 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.
2. The signed, completed evaluation reports are to be forwarded by the Committee to the Office of Academic Affairs.
3. 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.

Curriculum Committee Proposal Guidelines

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, Section 6, E,3). All proposals for curricular change are submitted to the Committee through the originating constituency's representative to the Chief Academic Officer and then to the Committee. Proposals originating from Academic Departments must receive Departmental approval prior to submission to the VPAA and then to the Curriculum Committee. New Program Proposals and New Course Proposals receiving the approval of the Committee are forwarded to the Faculty for the final decision to enact or reject the proposed change. The Curriculum Committee shall consist of: the Chief Academic Officer (or a designated representative from their office), Vice President for Enrollment Management, one (1) Faculty member from each Department, and, when possible, student(s) elected by the Student Government



Association in consultation with the Committee. The Chief Student Services Officer and the Senior Director of Academic Success shall be ex-officio members without the power to vote. The chairperson 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. Curriculum Committee forms are found [here](#).

Proposals Requiring Curriculum Committee Review pertain to the following categories:

- A. All new or substantially revised academic programs, including new concentrations added to academic programs
- 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 programs

All other curricular changes and revisions require notification to the Curriculum Committee, but not necessarily the review of the Curriculum Committee. These are not considered proposals. These include, but are not limited to: all minor program revisions, all revised or proposed discontinued courses, all other curricular related new, revised, or proposed discontinued academic policies and procedures, changes of course name, content, number, and credit value; and changes to program name.

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.

Proposal Development

Proposals for Curriculum Committee review can be developed by any of the following constituencies: faculty, academic departments, 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 proposal formats in Category A, Category B, and Category C.

I. Documents, Process, and Guidelines for Category A: All new or substantially revised academic programs, including new concentrations added to an academic program.

- 1. Documents needed for Category A Proposals Include:
 - New program feasibility study
 - 4-year degree sequence and audit sheet
 - NEW COURSE forms for all new courses
 - Position descriptions for new faculty (if any)
 - Budget template
- 2. Proposals for Curriculum Committee review can be developed by faculty, academic departments

and administrators. Proposals developed by constituencies other than academic departments must be forwarded for endorsement to the academic department(s) to which they pertain.

3. Category A Proposals developed by faculty and academic departments should be referred to the Vice President of Business and Finance, Vice President for Enrollment Management, Vice President for University Advancement and Marketing, and Chief Academic Officer before being submitted to the Curriculum Committee. The first step in the development of all Category A proposals is an advisory meeting with the Chief Academic Officer, Vice President of Business and Finance, and Vice President for Enrollment Management, and the Vice President for University Advancement and Marketing regarding the appropriate feasibility study sections. This should be scheduled through the VPAA's office. The second step is a departmental vote on the proposal and, if approved, filing a proposal draft and feasibility study with the Chief Academic Officer for their approval. 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. The 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. If the program is in keeping with strategic planning and appropriate funding is available, the Chief Academic Officer will submit the finalized proposal with VPAA signature and the feasibility study to the Curriculum Committee.
4. The proposal should be electronically submitted to the Chairperson 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. Proposals received by the Curriculum Committee Chairperson will be distributed to the Committee members, who will present the proposals to their academic departments for discussion during in person departmental meetings or via electronic communication. Departmental feedback will then be presented to the Curriculum Committee by the department's representative prior to the final 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. Proposals receiving Curriculum Committee endorsement will be presented to the full faculty for a vote. New program proposals or revised program proposals approved by the full faculty are forwarded to the President and the Board of Trustees for final approval.

II. Documents, Process, and Guidelines for Category B: All new courses that require any additional investment resources (beyond the fixed departmental instructional budget)

1. Documents needed for Category B Proposals Include:
 - NEW COURSE forms for all new courses
 - Position descriptions for new faculty (if any)
 - Budget template

2. Proposals for Curriculum Committee review can be developed by faculty, academic departments and administrators. Proposals developed by constituencies other than academic departments must be forwarded for endorsement to the academic department(s) to which they pertain.
3. Category B Proposals developed by faculty and academic departments should be referred to the Vice President of Business and Finance, Vice President for Enrollment Management, Vice President for University Advancement and Marketing, and Chief Academic Officer before being submitted to the Curriculum Committee. The first step in the development of all Category B proposals is an advisory meeting with the Chief Academic Officer, Vice President of Business and Finance, Vice President for Enrollment Management, and Vice President for University Advancement and Marketing regarding the appropriate feasibility study sections. This should be scheduled through the VPAA's office. The second step is discussing with the department and conducting a departmental vote regarding moving the course proposal forward. If the course proposal passes the department vote, the next step is to file a proposal draft and feasibility study with the Chief Academic Officer for their approval. The information needed to fill out 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. The 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. If the course is in keeping with strategic planning and appropriate funding is available, the Chief Academic Officer will submit the approved proposal draft and feasibility study to the Curriculum Committee chair(s) with the appropriate signatures attached.
4. 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 time 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. Proposals received by the Curriculum Committee Chairperson will be distributed to the Committee members, who will present the proposals to their academic departments for discussion during in person departmental meetings or via electronic communication. Departmental feedback will then be presented to the Curriculum Committee by the department's representative prior to the final 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. Proposals receiving Curriculum Committee endorsement will be presented to the full faculty for a vote.

III. Documents, Process, and Guidelines for Category C: New courses that do not require additional resources

1. Documents needed for Category C Proposals Include:
 - NEW COURSE form (no additional funding)
 - Position descriptions for new faculty (if any)
2. Proposals for Curriculum Committee review can be developed by faculty, academic departments and administrators. Proposals developed by constituencies other than academic departments must be forwarded for endorsement to the academic department(s) to which they pertain.
3. Category C Proposals developed by faculty and academic departments should be referred to the Chief Academic Officer before being submitted to the Curriculum Committee. The first step in the development of all Category C proposals is an advisory meeting with the Chief Academic Officer. The second step is a department vote on the proposal and, if approved, the department will then submit the finalized proposal to the Chief Academic Officer for their approval. The information needed to fill out 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
4. Once approved by the VPAA and signed, all categories of curriculum proposal 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. Proposals received by the Curriculum Committee Chairperson will be distributed to the Committee members, who will present the proposals to their academic departments for discussion during in person departmental meetings or via electronic communication. Departmental feedback will then be presented to the Curriculum Committee by the department's representative prior to the final 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. Proposals receiving Curriculum Committee endorsement will be presented to the full faculty for a vote.

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 run the course.



Procedure for Notifications

All minor curricular changes discussed above require the notification, not the vote, of the Curriculum Committee. The Curriculum Notifications form should be submitted to the Chief Academic Officer for agreement and signature, and then forwarded by the VPAA's Office to the Curriculum Committee indicating the change being made and the reasons for the change. The chair(s) will distribute the notification form to the other committee members for discussion. After discussion the committee should make a reference to the acceptance of the notification for the minutes of the meeting.

Faculty Research and Development Committee (FR&D)

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(s) 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(s) 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 consist of a member from each department. University Advancement Office staffs the Committee with one ex-officio member. The chairperson is elected from, and by, the faculty members.

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

Student Research and Development Committee (Sr&D)

Student Research and Development (SR&D) is a committee focused on the dispersing of funds to help support student's expenses as it pertains to presenting their 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.

Institutional Review Board (IRB)

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 from the following academic disciplines/departments: Business, Criminal Justice, Education, Math and Natural Sciences, Political Science, Psychology, Social Work and Sociology. These disciplines/departments have faculty trained and familiar with social science methodology. 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 of Academic Affairs in consultation with the IRB and Senate.

Procedure for Minutes for Standing Committees

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

- Each committee or department 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 or department should be the approval of the previous meetings minutes.
- Final approved minutes should be saved by the date with underscore for spaces.
- The saved minutes should be emailed to the 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 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 or department should post to committee or department designated Share Point folder.

CAMPUS OFFICES/RESOURCES

The Office of Academic Affairs

- 1. 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 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 FacultyDocs, 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.
- 2. 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 of Students for Academic Success. Found [here](#).
- 3. Registration, course changes, etc.:** Information on registration and course changes, as well as other academic policies, can be found in the University's catalog. Current procedural information will be distributed from the Registrar's Office during the registration and course change periods each semester. The current catalog is available on the Content Management System.
- 4. Class rosters and grade reports:** Early in the first week of classes, faculty will receive a tentative class roster for each of their classes. During the week following the add/drop period, faculty will receive a final roster. They should check this roster carefully and report any discrepancies immediately to the Registrar's Office.

Academic Success and Advising Center (ASAC) / Disability Services Office (DSO)

Through the campus Academic Success and Advising Center, located in the Harris and Betts Smith Learning Center, 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. 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.



In addition, the ASAC monitors situations where students may need help. Once a semester, at mid-point, 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.

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 services, 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 a liaison and resource to the members of the Centenary University community regarding disability issues. This is done 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 the student is entitled to receive.

Academic Code of Conduct of Centenary University

Please refer to the Academic Code of Conduct as presented in the University Catalog.

[Centenary University - Academic Code of Conduct \(smartcatalogiq.com\)](http://smartcatalogiq.com)

The Administration of Examinations, Test, 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. The proctoring of these is NOT optional on the part of the faculty member.
3. Permission to make up tests missed will be determined by the instructor, according to such policy 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 may be made by the instructor.
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 location, 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 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 Senior Director of Academic Success and Advising, the Registrar, and three (3) members of the Faculty Body, one of whom being the Director of General Education. The chairperson shall be the Senior Director of Academic Success and Advising.

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 (or Chief Academic Officer, if the Department Chair 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 Senior Director of Academic Success and Advising who in consultation with the Department Chair 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 serve as their advisor 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:

1. Suspend, dismiss, or expel a student;
2. Limit a student's credit hour load;
3. 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 and Community Engagement

The Office of Career Development and Community Engagement 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 and Community Engagement in their freshman year. Exploration of personal and work values, interests, skills, and personality can be done through a variety of methods. This helps students confirm a major, select a career field, or develop employability skills throughout their time at Centenary. There are assessment tools and an extensive career library for investigation. Professional career and community engagement counselors are available for individual appointments, to interpret career assessment results, assist with job search correspondence, and conduct mock interviews. The Office maintains a wide variety of job listings (full-time, part-time, internships, and summer positions) throughout the local and regional area. There are numerous workshops during the academic year to 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:

An internship must be a program-related, horizon-expanding experience. The intern may not be supervised by a relative. All internships must be approved prior to beginning the job. Approval will not be granted once a job has started. Departments may impose additional requirements; therefore, students must discuss each opportunity with their academic advisor.



Centenary Campus Store Facilities Department

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 are submitted electronically through the [Online Adoption Tool](#). 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 students money, it is technically against Follett's contract with the University that sources outside Follett are endorsed or advertised, for example telling students to visit Amazon or Chegg websites for books. For interest in cost cutting options it is recommended that you contact the Course Materials Manager. Adoptions submitted in advance 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

1. **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 into School Dude. Please plan ahead to enable Facilities to schedule the work in a timely manner. Click [here](#) to submit a Maintenance Request.
2. **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.

- LEAVES OF ABSENCE
- FIREARMS POLICY
- DRUG-FREE WORKPLACE POLICY
- SMOKING POLICY
- INCLEMENT WEATHER POLICY
- All of the above are posted here: <https://www.centenaryuniversity.edu/human-resources/policies-and-notices/>
- RESERVATION OF UNIVERSITY VEHICLES: Reservation of University Vehicles Policy can be found here: <https://www.centenaryuniversity.edu/human-resources/services/>

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. 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 licensed by the University, excluding specialized systems maintained and operated by Centenary Stage Company, the Theater Department, or 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 a.m. to 6 p.m.

The **Laptop Deployment Center** is located in Seay Administration Building beside the Sunken Lounge. Hours vary and appointments are required. Appointments can be scheduled using Outlook Calendar or Bookings App.

The Learning Resource Center/Library

The Taylor Memorial Learning Resource Center (LRC) houses a print and audiovisual collection of 75,912 items, including 72,129 items in print, 3,573 audiovisual materials including videotapes and DVDs, 76 current periodicals and 65 electronic databases. Most are searchable on and off campus. A library of credible internet sources is also available, to expedite the research process. The LRC houses 25 public access computers. Through a network of national and regional library systems, the library has access to books, journal articles, and AV material not currently available in the library. The library provides 24-hour-a-day, seven-days-a-week reference service via Q&A NJ. The library staff is trained in research techniques and is always available to assist students, faculty and staff.

Multimedia Classrooms

Centenary University currently has over 30 multimedia classrooms, located in nine different buildings: in the Seay building, the Ferry building, the Recital Hall, Trevor Hall, the Littell Technology Center, the Library Annex, the Library Lab, Lackland Center and in Brotherton. Each of these rooms are equipped with a ceiling mounted video projector, which is connected to an overhead projector, a VCR/DVD player, a desktop computer, and a docking station for the school issued laptops. Additionally, 4 classrooms are outfitted with additional technology to support HyFlex teaching (2 in Lackland, 2 in Littell). Mobile cameras and other equipment are available for faculty use through Taylor Memorial Library.

Scheduling for these rooms is handled by the Registrar, based on availability and need. To request a multimedia classroom for your course, please indicate on your course offering forms that you would like to use one before you submit them to your department chair.

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 one or more of the 35 CLEP examinations. For more information regarding CLEP exam descriptions, registration information, and exam fees contact: Registrar@centenaryuniversity.edu.

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 or the end of term for SPS students, 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 Degree will be determined by the nature of the student's academic program, but optimally should be no more than sixteen (16) credits.

In order 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, with the possible exception of 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 the adult learner combine college courses and life and/or work experience in a nontraditional approach toward earning a college degree. This program is supervised through the office of the School for Professional Studies (SPS). 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 credits to satisfy their 30-credit residency requirement at the University.

To become involved in the Universities PLA Program, all interested students must complete a Prior Learning Assessment Preregistration Checklist through their academic/program advisor. 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 PLA1000 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 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 cohort 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/academics/registrar/registrar-forms>. Please bookmark this page for future access. Completed forms can be emailed to Nancy Frueholz. Adobe sign can then be utilized to collect signatures.



Student Life

The mission of the Office of Student 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 community and their profession, inside and outside the classroom environment. This mission will be accomplished through assessing, understanding and responding to student needs; developing, promoting and implementing co-curricular programs; empowering student leaders and contributing to their effectiveness; and providing responsive advising, career and personal counseling, food, health, security and tutorial services, among others. 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, Book Store, Business Office, Facilities Operations, Library and Registrar.

Centenary University attempts to keep close and personal contact with students through the Office of Student 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 Student 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 having difficulty adjusting to college or experiencing uncertainty or lack of direction in certain aspects of their life, counseling can help develop decision making skills and coping strategies. The Counseling Center staff are actively involved in many facets of campus, life, including: the Residence Life Program, New Student Orientation, and faculty, staff and student education in the area of mental health and wellness. Educational programs dealing with such topics as Wellness, Anxiety and Stress, Relationship Concerns, QPR- 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 twice each weekday (12:30-1:30 and 3:00-4:00) and after hours crisis counseling is available 24/7 when the Center is closed. Referrals may be made to professionals or agencies in the community for long-term counseling. Ethical standards of the American Psychiatric Association, the American Psychological Association and the National Association of Social Workers are strictly maintained. Additional 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 Collaboratory also offers evening workshops focused on writing in the disciplines, special topics in writing and identity, and general writing advice. The Collaboratory also supports faculty by offering bespoke 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 Collaboratory has a small library where students can take advantage of writing handbooks or citation guides. The Collaboratory also has several computers that students may use to check email or work on assignments. There is a lounge area where students can take advantage of a quiet environment conducive for reading or taking well-deserved breaks in between classes.

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

Handbook Revisions:

*Revised 1/30/12 Revised 2/18/12 Revised 4/15/12 Revised 5/17/13 Revised 10/1/2014 Revised 10/9/2019
Revised 8/28/2020 Revised 5/2021*

APPENDIX

Appendix One, Faculty Handbook: Centenary University:

Teaching Excellence Guidelines

adopted May 2016

- Defined: Centenary University expects all faculty to have a commitment to excellence in teaching as outlined below. Teaching excellence is comprised of commitment, scholarship, and performance/effectiveness. Refer to the Scholarship/Professional development rubrics established for your department/program, found [here](#).

Exceeds Expectations	Meets Expectations	Falls Short of Expectations
To exceed expectations in the Teaching Excellence category, all of the criteria for the Meets Expectation category must be met PLUS at least three (3) of the following exemplary contributions must be demonstrated and evidenced:	To meet expectations of teaching excellence, demonstration of the criteria listed below is met including:	Falling short of expectations means failure to demonstrate at least 3 of the criteria listed below:
<p>Outstanding levels of accomplishment in:</p> <ul style="list-style-type: none"> Curricular planning, communication, and development Scholarship of teaching and learning within the discipline and successful incorporation of that scholarship into the classroom and the curriculum Mentorship/advising of student research resulting in at least one of the following: <ul style="list-style-type: none"> prospectuses or theses; or presentation/performance at professional conference/exhibit Accessibility to students beyond required office hours and dictated response times <p>Assessment and achievement of course learning outcomes</p>	<ul style="list-style-type: none"> Effective <ul style="list-style-type: none"> advising/mentoring- fostering student development, engagement, and retention Effective teaching <ul style="list-style-type: none"> create an engaged learning environment for all types of learners available and receptive to students fair and timely evaluation/ assessment of student performance and course material 	<ul style="list-style-type: none"> Effective <ul style="list-style-type: none"> advising/ mentoring- fostering student development, engagement, and retention Effective teaching- <ul style="list-style-type: none"> create an engaged learning environment for all types of learners available and receptive to students fair and timely evaluation/assessment of student performance and course material <p>Falling short of expectations is evidenced by any or all of the following:</p> <ul style="list-style-type: none"> Lack of availability to students Lack of timely and fair student evaluation Lack of student engagement Poor advising or mentorship

Measures

1. Effective advising/mentoring- fostering student development, engagement, and retention
 - a. Retention numbers by advisor and major
 - b. Advisor evaluation?
 - c. Documented student research assistance or thesis/project
 - d. PDA/R
2. Subject matter expertise- command of material, current and appropriate for discipline
 - a. Peer observation
 - b. PDA/R
 - c. Student evaluations SIR II or other
3. Effective teaching- create an engaged learning environment for all types of learners
 - a. Peer observation
 - b. PDA/R
 - c. Student evaluations SIR II or other
4. Availability- available and receptive to students
 - a. Student evaluations
 - b. Chair evaluation
 - c. Maintenance of office hours
 - d. PDA/R- documentation of work with students outside of the classroom
5. Fair and timely evaluation/assessment of student performance and course material
 - a. Student evaluations
 - b. LOAC documents
 - c. Chair evaluation
 - d. Syllabi

References

1. Georgia Regents University, University of Science and Mathematics
2. Centenary College Faculty Handbook, 2013
3. Chair Evaluation Form approved by Faculty body 2015

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4. PDA Guidelines Centenary College 2009
 5. Ramapo University Peer Evaluation form
 6. Oregon State University guidelines for promotion and tenure
 7. CIC documents provided to committee

Appendix Two, Faculty Handbook: Centenary University, Guidelines for Institutional Service

adopted May 2016

Defined: Centenary University expects all faculty to have a commitment to the University, department, program, and students.

Exceeds Expectations	Meets Expectations	Falls Short of Expectations
<p>Institutional service expectations are exceeded when a Faculty member engages in the following criteria:</p> <ul style="list-style-type: none"> Assisting with adjunct development, when not a part of expected contractual duties, in a formalized manner scheduled workshops, as assigned based on departmental or program need Chairing a standing committee Assisting alumni with career/academic development Stepping in to assist department / University given unexpected circumstances Mentoring Presidential Scholar or other students engaged in research Grants – application and administration of Developing partnerships with community agencies Interdisciplinary collaboration – arrange and/or administer Advising/assisting formally with an active student organization that makes a contribution to the University, program, or department Participating in more than 2 student-centered campus events per year for purpose of recruitment and/or retention Presenting or speaking on behalf of the University to either the internal or external community (presenting for a colleagues' class, newspaper, radio, University event, community agency, local organization) at least once in an academic year 	<p>Institutional service expectations are met by the following criteria:</p> <ul style="list-style-type: none"> Service on at least one standing or ad-hoc committee per year OR other related assignment approved by department Chair and Provost based on a determined departmental or program need such as accreditation related activities Attendance/participation in at least 2 student-centered campus events per year for purpose of recruitment and/or retention Academic advising as assigned by department based on program needs <ul style="list-style-type: none"> Writing student recommendations Working collaboratively with support services (DSO, coaches, ASC, etc.) Maintaining office hours in designated area or otherwise inform department Chair Attending department meetings and actively participating <p>Communicating effectively with department as it pertains to reporting to department from standing committee and from department to standing committee</p>	<p>Institutional service expectations are not met by the following criteria:</p> <ul style="list-style-type: none"> Does not serve on at least one standing or ad-hoc committee per year OR other related assignment approved by department Chair and Provost based on a determined departmental or program need such as accreditation related activities (with exception of first year faculty) Does not actively participate in at least 2 student-centered campus events per year for purpose of recruitment and/or retention Does not engage in academic advising as assigned by department based on program needs Does not work collaboratively with support services (DSO, coaches, ASC, etc.) Misses office hours OR fail to notify department Chair of changes <ul style="list-style-type: none"> to office hours Does not attend department meetings and actively participating Routinely absent from department/ program specific events <p>Does not communicate effectively with department as it pertains to reporting to department from standing committee and from department to standing committee</p>

References

1. Georgia Regents University, University of Science and Mathematics
2. Centenary College Faculty Handbook, 2013
3. Chair Evaluation Form approved by Faculty body 2015
4. PDA Guidelines Centenary College 2009
5. Ramapo University Peer Evaluation form
6. Oregon State University guidelines for promotion and tenure
<http://oregonstate.edu/admin/aa/faculty-handbook-promotion-and-tenure-guidelines#general>
7. CIC documents provided to committee

ADDITIONAL RESOURCES:

Academic Calendar

<https://www.centenaryuniversity.edu/academics/academic-calendar/undergrad-grad-academic-calendar/>
(Located on Centenary's website.)

Academy Information:

<https://centenaryuniversity.sharepoint.com/AA/Faculty/Forms/AllItems.aspx?viewid=0e5c41c2%2De330%2D4c87%2D82ef%2D4416041a92e1&id=%2FAA%2FFaculty%2FARTICULATION%2EDUAL%2EAGREEMENT%2EINFO>

All Faculty Forms and Documents

<https://centenaryuniversity.sharepoint.com/AA/Faculty/Forms/AllItems.aspx>. Please bookmark this page for future access. For Scholarship Statements click [here](#).

Campus Directory

<https://secure.centenaryuniversity.edu/directory.php>

Campus Map

<https://www.centenaryuniversity.edu/about-centenary/locations-maps-directions>

HR forms

<https://www.centenaryuniversity.edu/human-resources/forms/> Please bookmark this page for future access.

Registrar forms

<https://www.centenaryuniversity.edu/academics/registrar/registrars-forms>. Completed forms can be emailed to Nancy Frueholz/Sabrina Gattuso --EMD/BMW. Adobe sign can then be utilized to collect signatures.

