



Academic Review Committee

Academic and Curricular Guidelines Manual

2011-2012

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Table of Contents

I. INTRODUCTION	3
II. GENERAL EDUCATION PROGRAM	4
III. WRITING ACROSS THE CURRICULUM (WAC) PROGRAM	7
IV. COURSE LEVEL GUIDELINES	9
V. COURSE ENROLLMENT GUIDELINES	10
VI. COURSE ENRICHMENT COMPONENT	11
VII. COURSE PROPOSAL REVIEW AND APPROVAL PROCESS	13
A. Course Proposal Narrative.....	13
B. Course Subject Codes and Cross-Listing of Courses	15
C. Course Syllabus Guidelines Checklist.....	15
E. Course Request Forms.....	22
F. Instructions for Completing the Course Request Forms	27
VII. NEW PROGRAM PROPOSAL: REVIEW AND APPROVAL PROCESS	29
A. Narrative of New Program Proposal Request Process.....	29
B. Instructions for Completing the New Program Request Form	30
IX. PROGRAM REVISION: REVIEW AND APPROVAL PROCESS	33
A. Narrative of Program Revision Request Process.....	33
B. Instructions for Completing the Program Revision Request Form	34
IX. MISCELLANEOUS PROVISIONS AND NOTES	36
X. RECORD OF CHANGES.....	37

I. Introduction

Dear Colleague,

The Academic Review Committee (ARC) is the standing committee of the Faculty Assembly charged with reviewing academic policies, evaluating new programs, overseeing the General Education program, and making recommendations on these areas to the Faculty Assembly. It also approves new courses. This *Academic & Curricular Guidelines Manual* was developed by ARC for your benefit. It is to be used by all faculty as a guide in developing new courses and revising existing ones, by new faculty as an orientation guide, and by ARC in facilitating its review and approval of course and program proposals.

The original version of the *Academic & Curricular Guidelines Manual* was adopted by the Faculty Assembly on February 18, 2004. This *Manual* is available in electronic form on the Faculty Assembly website. It is a work-in-progress and is updated annually to reflect changes in academic and curricular policies, procedures, and guidelines.

ARC acknowledges, with appreciation, the dedication and hard work of the former Faculty Assembly Standing Committees – Academic, All-College Curriculum, General Education, and Senior Seminar – in providing baseline information for this *Manual*.

We greatly appreciate the dedication and contribution of the original members of the ARC: Stephen Klein (SB), Chair, Shalom Goréwitz (CA), Robert Mentore (TAS), Elaine Risch (LIB), Frances Shapiro-Skrobe (SSHS), Ira Spar (AIS), and Martha Ecker (Office of the Provost, ex officio). We also thank Jacquelyn Skrzyński (Office of the Provost, ex officio) who served on ARC for AY 2004/2005, and Linda Padley (Office of the Registrar) (AY 2002-2006) for her support services.

We thank the faculty, administration, and staff for your support of our work and encourage you to email your comments, ideas, questions and/or suggestions to any member of ARC. Current Unit ARC representatives are listed on the Faculty Assembly website; in addition, Cynthia Brennan (Registrar), Eric Daffron (Vice Provost for Curriculum and Assessment), Michelle Johnson (Associate Director of Academic Advisement), and Ashwani Vasishth (GECCo) are currently ex-officio members.

Dr. Emma Rainforth
Chair, Academic Review Committee, 2010-2011

II. General Education Program

Goals

The overall goals of the General Education Program courses are to provide students with critical reading, writing, and analytical skills essential to a Liberal Arts education and to help them gain a foundation in academic areas which will prepare them to further develop in their majors.

All General Education Program courses will incorporate the following six information literacy goals, as mandated by Middle States Commission on Higher Education (MSCHE): the ability to determine the nature and extent of needed information; access information effectively and efficiently; evaluate critically the sources and content of information; incorporate selected information in the learner's knowledge base and value system; use information effectively to accomplish a specific purpose; understand the economic, legal and social issues surrounding the use of information and information technology; and observe laws, regulations, and institutional policies related to the access and use of information.. In addition, all General Education Program courses should be writing intensive, when appropriate, and should be taught by full-time faculty.

The General Education Curriculum Committee (GECCo), reporting to ARC and the FAEC, provides oversight and manages assessment of the General Education curriculum.

Guidelines

- A course may be placed into only one General Education Program category.
- A course description should indicate how the course fits into the specified General Education Program category.
- Where double counting is permitted, a course may satisfy both the specified General Education Program category and a School or major requirement.
- As with all courses, General Education Program courses will adhere to the College course syllabus guidelines as articulated in this *Manual*.

For additional information, and a list of courses that fulfill each of the General Education Program categories, please refer to the General Education Program section on the College website.

GENERAL EDUCATION PROGRAM REQUIREMENTS (10 COURSES)

FIRST YEAR	
100 LEVEL One Course	<p>INTD 101 First-Year Seminar (FYS) (Also AIID 101 and CNTP 101)</p> <p>Designed for first-time, full-time, first-year students, First-Year Seminar (FYS) provides a comprehensive introduction to college-level learning. Seminar courses are developed around an academic theme or topic that is based on one of Ramapo College’s academic pillars. The First-Year Seminar course helps students in their transition from high school to college life both in and out of the classroom. The common learning outcomes of FYS are: critical and creative thinking, college-level writing, oral communication, information literacy, and technological competency. FYS encourages new students to participate in a community of learners, to strengthen their critical thinking skills, and to communicate effectively both orally and in writing.</p>
100 LEVEL One Course	<p>CRWT 102 Critical Reading and Writing II (formerly ENGL 180 College English)</p> <p>The objective of this course is to strengthen students' critical reading and writing. The course will include writing a research paper and developing information literacy. Students will participate in revising, peer critiquing, and faculty-student conferences.</p>
100 LEVEL One Course	<p>SOSC 101 Social Issues</p> <p>The objective of this course is to provide a forum for the historical, academic and personal exploration of race, class, ethnicity and gender and the ways these categories can benefit or oppress college students and American Society. It will cultivate in-depth conceptual approaches to these key areas.</p> <p style="text-align: center;">OR</p> <p>BADM 115 Perspectives in Business and Society</p> <p>The objective of this course is to explore modern American business. The course will examine the evolution of our economic system from historical, political, sociological, economic, and cultural perspectives, and will discuss current issues that involve industry within a changing social framework.</p>
100 LEVEL One Course	<p>History Category</p> <p>The courses in this category develop an appreciation of change over time, and the often complex forces that have shaped the past. Students gain an understanding not just of content, but of historical process and method as well.</p> <p>Courses which meet this requirement are:</p> <ul style="list-style-type: none"> HIST 101 Introduction to US History I HIST 102 Introduction to US History II HIST 105 Western Studies I HIST 106 Western Studies II HIST 109 World Civilization I HIST 110 World Civilization II
100 LEVEL One Course	<p>Mathematical Reasoning Category</p> <p>The courses in this category develop a student's mathematical reasoning skills including formulating and solving problems, thinking critically, and reasoning abstractly.</p>
100 LEVEL One Course	<p>Science with Experiential Component Category</p> <p>This category contains 100-level science that provide a significant experiential component, which could be a lab or fieldwork. Students in these courses will create and analyze data.</p>

SECOND YEAR	
200 LEVEL One Course	<p>AIID 201 Readings in the Humanities</p> <p>This course is an introduction to major texts by authors who have produced distinctive statements about the human experience. The common core of readings will include selections from the Bible, Greek literature and philosophy, Shakespearean literature, and modern literature. The course will enhance students' appreciation of the ways historical and philosophical narratives, fiction, poetry, and drama have helped enrich our understanding of human experience through extensive reading and reflective and analytical writing.</p>

SECOND-THIRD YEAR	
200-300 LEVEL One Course	<p>Intercultural North America Category</p> <p>Students will gain an understanding of different cultures and the relationships among cultures and peoples within North America (i.e., the United States, Canada, Mexico, and the Caribbean.) Students will reflect upon and analyze texts and products which illustrate the symbolic nature of culture and the exchange of meaning. Courses will examine cultural and artistic productions, everyday life, material culture, and other manifestations of culture, as well as how these are linked to heritages and peoples beyond North American boundaries.</p>
200-300 LEVEL One Course	<p>International Issues Category</p> <p>The objective of courses in this category is to provide a context through which students learn to interpret and critically analyze recent world events, focusing on the coordination of economic, cultural, social, and political activities. Courses will examine the increasing interconnectedness of nations and peoples throughout the 20th and 21st centuries.</p>
200-300 LEVEL One Course	<p>Topics Category courses:</p> <ul style="list-style-type: none"> • address subject matter in historical context. • feature readings and/or other "texts," including film and visual arts, where appropriate. <p>This requirement will be fulfilled by taking one Topics Category course outside of the student's major:</p> <p>For arts/humanities majors - Topics: Social Science For business majors - Topics: Arts and Humanities <i>OR</i> Topics: Social Science For science majors - Topics: Arts and Humanities <i>OR</i> Topics: Social Science For social science majors - Topics: Arts and Humanities</p> <p>Topics: Arts and Humanities Category</p> <p>Courses in this category introduce students to the methods of inquiry in the arts and humanities through the critical examination of works (texts, artworks, artifacts, performances, films, media, etc.). This category includes courses which provide the social, cultural, and historical contexts of the field of inquiry.</p> <p>Topics: Social Sciences Category</p> <p>These courses provide students with a scientific understanding of the social forces which shape human experience and society over time. Students apply theories and methods to the study of human and social development, group behavior, and the resolution of collective conflicts.</p>

Writing Intensive Requirement

Three writing intensive courses in the General Education curriculum are required: First Year Seminar, Critical Reading and Writing II (formerly 'College English'), and Readings in the Humanities. Additional WI courses are also required – please see below.

III. Writing Across the Curriculum (WAC) Program

The Writing Across the Curriculum (WAC) program was revised for Fall 2011¹ and has two tiers: (1) WAC in the General Education and (2) WAC in the Schools. WAC in the General Education consists of three Writing Intensive (WI) courses: (1) First Year Seminar, (2) Critical Reading and Writing II (formerly College English), and (3) Readings in the Humanities. The requirements for WAC in the Schools varies between Schools but should seek vertical design (i.e., incorporated at e.g. 100, 200/300, and 400 levels), and could consist of three courses in the Major / School Core, or could be built upon a document-based design. Each school (working with the WAC committee) shall determine the nature of ‘WAC in the Schools’ that best suits its disciplines.

The recommended cap for WI courses is 25 students.

The Center for Reading and Writing (CRW) Room: E-230, x7557 provides support services through professional and peer tutors.

WAC in the General Education

WAC in the GE consists of three courses (First Year Seminar, Critical Reading and Writing II (formerly College English), and Readings in the Humanities). The writing outcomes in these courses will overlap and reinforce one another.

Requirements:

- Students will be expected to write at least 10 pages over the course of the semester, spread over multiple writing assignments.
- Students will be encouraged to revise some of the writing after receiving faculty feedback.
- The course will emphasize the process of writing, including prewriting and revision.

For more detail on the specific requirements for these three courses, please contact the coordinators of the courses as well as the WAC Program Description on the ARC website.

WAC in the Schools

Each School will develop its own guidelines regarding WAC. The WAC committee recommends the following:

- WI courses will have multiple writing assignments.
- Students will be allowed to revise some of the writing after receiving faculty feedback.
- The course will emphasize the process of writing, including prewriting and revision.

The following is suggested wording to be included in WI course syllabi:

Writing Intensive (WI) Course

¹ See WAC Program Description on the ARC Website ('Supporting Documents' page)

Writing will be integrated into the life of this course. You will receive comments, direction, and support as you work on strengthening your writing skills. Your writing will be evaluated and returned in a timely fashion, allowing you to incorporate my comments into your future work. For help outside the classroom, please see me during my office hours and/or work with a writing tutor in the Center for Reading and Writing, Room: E-230, x7557, cas@ramapo.edu.

For additional information, contact:

Professor Michael Bitz

Assistant Professor, Teacher Education

Chair, WAC Program

Phone: 201-684-7369; email mbitz@ramapo.edu

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IV. Course Level Guidelines²

100 Level:

Open to all college students; with few exceptions, there are no prerequisites. Target audience is first-year students.

200 Level:

General orientation is for major, minor, or program, as well as all-college audience; may have prerequisites. Target audience is sophomores.

300 Level:

General orientation is for the major, minor, or program; ordinarily has a prerequisite. Courses are more focused, requiring critical analysis and development of issues and themes. Courses for concentration of student's interest. Usually requires a term paper or appropriate project. Target audience is juniors to seniors.

400 Level:

Courses designed to demonstrate methodological skills and oriented specifically for students with an advanced level of education in a discipline and with senior-level academic skills; must have a prerequisite. Requires a major paper, project, or other instrument which demonstrates an advanced academic level and represents a significant percentage of the final grade. Target audience is seniors and advanced juniors.

500 Level:

Courses which bridge undergraduate and graduate programs, intended for students who may not have a background in the graduate program's content area. Courses are designed to develop methodological skills and content knowledge, to prepare students for a given graduate program. Requires a major paper, project, or other instrument which demonstrates readiness to complete 600 level courses in the program.

600 Level:

This course level is used for the majority of graduate courses, leading up to the capstone experience in the program. Requires a major paper, project, or other instrument which demonstrates graduate level work and represents a significant percentage of the final grade.

700 Level:

This course level is used only for graduate level thesis, practicum and project courses. These courses are the capstone experiences for the graduate programs. Courses ordinarily have 600-level prerequisites. Students must be matriculated in the program in which the course is offered.

² 100-400 level guidelines approved by Faculty Assembly, 12/12/2007. 500-700 level guidelines approved by Faculty Assembly, 10/20/2010.

V. Course Enrollment Guidelines

The following guidelines have been developed by the Ramapo College faculty³ as a guide to maximum student enrollment in courses. Pedagogical practice dictates that course enrollment should be considered in its impact on student learning.

- 100-level: 35 students
- 200-400 level: 30 students
- First Year Seminar: 25 students
- Critical Reading & Writing I & II: 21 students
- Writing Intensive: 25 students
- Studio, field work, and lab courses: limited by programmatic and/or other considerations
- Online courses 20 students
- Graduate courses 25 students
- Other courses may have specific enrollment caps.

Note: If you are proposing a new course which you believe should have an enrollment cap different from those listed above, please discuss with your convening group and dean. Class size is ultimately the purview of the administration.

³ Approved by Faculty Assembly, 12/12/2007 except graduate course caps (approved by FA, 10/20/2010) & online course caps (approval pending).

VI. Course Enrichment Component⁴

Policy

All regularly scheduled four credit, undergraduate courses offered within the Ramapo College curriculum must include a Course Enrichment Component (CEC). The CEC consists of a minimum of five (5) hours of unmonitored experience outside-the-classroom that enhances the student learning that takes place within the classroom. While there is no requirement that a faculty member monitor the outside-the-classroom experience, it is expected that the CEC will be effectively addressed within the course syllabi (including learning goals, outcomes, and assessments; assignment(s) and grading; and timeline for completion) and be consistently and effectively implemented as part of the Ramapo College Curriculum.

Procedures

- Syllabi for all regularly-scheduled 4 credit undergraduate courses will include a description of the CEC. Refer to the Syllabus Checklist and Template for sample language.
 - This will include descriptions of the activity(-ies) and the assignment or other instrument that the student will complete.
 - The description will include a statement of how the CEC integrates with the course content and/or program curriculum
 - Student learning outcome(s) for the CEC will be stated on the syllabus (e.g. under the description of the CEC, or in your list of course outcomes). This (these) outcome(s) could be the generic CEC outcome(s) [see next page] or course-specific outcome(s).
 - The CEC will be incorporated into the Outcomes Matrix, showing the Student Learning Outcomes that the CEC addresses.
 - The syllabus will state the percentage (if any) of the course grade that the CEC counts for.
- The CEC will be assessed on an on-going basis. Faculty / convening groups must be able to document the achievements for their CEC-based outcomes.

Suggestions

- It is recommended that the CEC be a graded assignment. The CEC should be graded commensurate with the nature of the assignment.
 - The 5 hours of CEC activity represents 10% of the total "course" time. Faculty will determine the proportion of the course grade depending on their integration of the CEC with the course content - that is, the CEC does not *have* to be worth 10% of the course grade (for instance, it could be worth 0%, or 100%).
 - It is recommended that failure to complete the assignment should be treated in the same manner as failure to complete any other assignment in the course. Failure to complete this mandatory component should *not*, generally, result in a grade of F for the course.
 - Remember - the CEC must be *assessable*

⁴ The Policy and Procedures were approved by Faculty Assembly on 3/23/11; the Goal and Outcomes were approved on 4/13/11.

- Courses with co-requisites, and programs in which students are ‘bundled’ into courses (e.g. first semester freshmen), may desire to establish a single larger CEC that serves these grouped courses.

Courses exempt from the CEC:

The CEC does not apply to:

- Independent Studies, co-ops and internships;
- courses bearing fewer than 4 credits;
- graduate level courses;
- laboratory science courses or any other courses with *scheduled* meeting times in excess of 50 clock hours (3000 minutes) per semester.

The ARC and Design Team remind faculty that the CEC is integrated in the course. Many possible models exist. The CEC can be a graded assignment, but must be assessable; course requirements for students (and grading for faculty!) should be planned accordingly.

Student Learning Goal and Outcomes for the CEC

Goal: Each student will participate in five or more hours of unmonitored experience(s) outside the classroom designed to enhance student learning in the course.

Outcomes

(All courses should include one or both of these outcomes, as appropriate)

- *Demonstrate* how an out-of-class activity applies knowledge obtained in the classroom
 - The activity would be a hands-on / minds-on activity, e.g. fieldwork, lab-type activity, creative work, etc.
 - Examples of Instruments (assignments): a lab / field report; embedded question(s) on exams; research material incorporated into existing paper as a source; oral presentations/reports; creative works.
- *Demonstrate* how your learning of the course material is connected to and enhanced by the out-of-class activity
 - Examples of Instruments: reflection paper; embedded question(s) on exams; research material incorporated into existing paper as a source⁵; oral presentations/reports

⁵ E.g. assignments where students conduct interviews outside of the classroom, and use those interviews as primary sources

VII. Course Proposal Review and Approval Process

A. Course Proposal Narrative

All proposals for new and revised undergraduate, graduate, and pre-college credit-bearing courses undergo this review and approval procedure:

1. The full-time tenured/tenure-track faculty member proposing a new or revised course assembles the following proposal package:
 1. An *Academic Review Committee (ARC) Course Request Form*. **New for Fall 2011:** there are separate forms for Course Revisions and New Courses.
 2. A completed *Course Syllabus Guidelines Checklist*
 3. A course syllabus which conforms to the academic and curricular guidelines of the College
 4. Other supporting documentation

The School ARC representative works with the faculty member until the package is complete.

- New courses and major revisions (e.g., change in course level, course discipline, General Education category, or significant content or title change) are sent as voting items.
- Minor revisions (Writing Intensive designation, minor title changes, etc.) are sent as information items only.
- Changes in prerequisites, course numbers (where course *level* remains the same), and minor course description changes require the approval of the appropriate Dean(s) but do not require ARC review. The following table outlines the approvals that are required; note that additional approvals may be necessary (e.g. school curriculum committee, WAC / Study Abroad Chairs, Graduate Council, etc).

Request	Convener(s)	Dean(s)	ARC-Info Item	ARC-approval	Provost
New Course	X	X		X	X
Course Revisions: see below for type of revision					
Course Level	X	X		X	X
Significant title change	X	X		X	X
Minor title change (no substantial content change)	X	X	X		X
Significant content change	X	X		X	X
Minor content change	X	X	X		X
Course discipline (SUBJ code)	X	X		X	X
Course description - minor change	X	X	X		
Course prereq's	X	X			
WI change	X	X	X		X
Gen Ed category change	X	X		X	X
Course number (same level)	X	X			

5. Deadlines: The deadline for a course to be considered for the following academic year is October 15th.

- Faculty should ensure that the proposal package is "perfect" by this date, therefore, the ARC requests that faculty make every effort to submit the proposal package to their Unit ARC representative by October 1st.

2. **Undergraduate Course:** The faculty member secures the signed approvals of the following:
 1. Convener (if there is a convening group)

2. Chair of the School Curriculum Committee (for Schools that have such a committee)
3. Chair of Study Abroad Committee (for Study Abroad Courses)
4. Director of Writing Across the Curriculum (for Writing Intensive (WI) courses)
5. Dean (not needed for EXSS and COND courses)
6. Vice Provost (for INTD, EXSS, COND and CIPL-offered courses)

Graduate Course: The faculty member secures the signed approvals of the following:

1. Faculty member's primary undergraduate program Convener
2. Director of the Graduate Program
3. Chair of the School Curriculum Committee (for Schools that have such a committee)
4. Chair of the Graduate Directors' Committee
5. Dean of the school offering the program

The School ARC representative works with the faculty member until the package is complete.

3. Once the proposal is complete, the faculty member submits the original and two (2) copies of the proposal to the School ARC representative no later than October 15th for the following academic year (Fall/Spring/Summer). The proposal should also be sent electronically; the syllabus should preferably be sent as a Word file.
4. The School ARC representative delivers the proposal to the ARC. An ARC subcommittee, which consists of the school representative, a second reader, the ARC chair, and the library representative are the 'close readers'. A copy is also sent to the representative from the Provost's office.
5. At an ARC meeting, the subcommittee makes a recommendation to the full committee.
6. The ARC reviews the course proposal. If additional information is required, the School ARC representative requests the information from the responsible party or parties.
7. The ARC votes to approve or not approve the course proposal. Courses may be given full approval, approval as a first-time pilot, or not approved. If the course is approved as a first time pilot, it becomes inactive after one year and requires resubmission to ARC for full approval as a new course before it can be offered again. The ARC deadline is stated on the Course Request Form.
8. If the course proposal is not approved, it is referred back to the responsible party or parties through the School ARC representative.
9. If the course proposal is approved, the Chair of ARC notifies, by e-mail, the following:

For an Undergraduate Course:

1. Faculty member(s) proposing the course
2. Convener(s)
3. Chair of the Curriculum Committee (for Schools that have such a committee)
4. Chair of the Gen. Ed. Curriculum Committee (GECCo; if it is a Gen. Ed. course)
5. Chair of Writing Across the Curriculum Committee (if it is a Writing Intensive Course)
6. Chair of Study Abroad Committee (if it is a Study Abroad Course)
7. Dean(s)
8. Registrar
9. CAAFYE representative to ARC
10. Vice Provost for Curriculum and Assessment
11. Provost

For a Graduate Course:

1. Faculty member(s) proposing the course
2. Faculty member's Convener(s)
3. Director of the Graduate Program
4. Chair of the Curriculum Committee (for Schools that have such a committee)
5. Chair of the Graduate Directors' Committee

6. Dean(s)
 7. Registrar
 8. CAAFYE representative to ARC
 9. Vice Provost for Curriculum and Assessment
 10. Provost
10. The Chair of ARC delivers the original copy of ARC-approved course proposal to the Provost for approval in a timely manner.
11. If approved, Provost forwards the course request package to the Registrar. The Registrar assigns the course number, enters the course in the Course Catalog, and notifies the following:
1. Faculty Member
 2. Convener
 3. Dean
 4. Vice Provost for Curriculum and Assessment
 5. ARC chair
 6. Unit ARC representative
 7. Advisement
 8. Transfer Admissions
 9. Provost

If not approved, Provost returns course request package to request originator, and notifies by email:

1. Faculty Member
2. Dean
3. ARC Chair
4. Registrar

NOTE: ARC approval of a course indicates that it conforms to the academic and curricular guidelines of Ramapo College. Scheduling and staffing issues remain the purview of the Academic Administration.

B. Course Subject Codes and Cross-Listing of Courses

The Subject Code identifies the content area of the course; there are disciplinary and interdisciplinary subject codes. Some interdisciplinary courses may find it beneficial to cross-list courses - that is, to have two subject codes for a single course (but the course *level* and *title* must be identical); both subject codes should reflect the course content. A cross-listed course has a *primary home convening group* which is responsible for scheduling the course. For a cross-listed course, the convening groups responsible for each subject code must both approve the cross-listing of the course. Both convening groups must be consulted if there are modifications to the course.

For additional information please refer to the Cross Listing Policy and Procedures on the ARC website ('Supporting Documents' page).

C. Course Syllabus Guidelines Checklist

The Academic Review Committee (ARC) provides the following checklist of required items for inclusion in your course syllabus. It is important that the course syllabus be detailed and comprehensive in describing the content and objectives of the course. The course syllabus

constitutes an institutional agreement between the instructor and the students. Please include this completed checklist with your ARC New Course / Course Revision Request Form and course syllabus. This will facilitate the course review and approval process and ensure that all required items are included in your course syllabus.

1. Course Information

- College Name and School Name
- Course Level (or Course Number, if known) Course Title, Credit Hours
- Prerequisites and/or Co-requisites. If none, indicate "None."
- Semester and Year Offered
- Class Meeting Day(s) and Time
- Where applicable, include the statement "Permission of the Instructor is Required."

If the course is cross-listed, a student chooses which section (i.e. subject code) they register for. *Both* identities of the course should be listed on the syllabus and the following statement added:

Students should ensure they are registered in the correct section *before* the end of add-drop, because no changes can be made to a student's registration after that date.

2. Instructor Information

- Name, Title
- Office Location and Telephone Number
- Office Hours
- E-mail Address
- Mailbox Location, School Office (Location and Telephone Number), and/or Faculty Web Page Address

3. Course Description

- Include a course description that provides an overview of the course. This is the description that appears in the Course Catalog. It should generally be between 100-200 words. If you wish to have a lengthier description in the syllabus, add the additional material *after* the initial 'Catalog' description.
 - If the course is cross-listed, the final sentence of the Catalog description should read, "This course is cross-listed as xxxx." (*where xxxx is the course ID: subject and number*).
 - If the course requires students to purchase specialized materials, and/or requires students to visit off-campus locations, the ARC recommends that you indicate this in the course description. Students suffering financial hardship, or lacking a personal vehicle, may find these requirements difficult to meet.

4. Course Goals

- Include the general goals of the course. Goals are broader / more general than Outcomes.

5. Measurable Student Learning Outcomes

- State the measurable student learning outcomes of the course and the assignments to which they correlate (e.g. through use of a table, footnotes, or other indicator)

6. Texts, Readings, Materials

- List all readings in the documentation format most appropriate for your discipline. Refer to the *Sample Course Syllabus Template* for format examples.
- Required Readings/Texts – with full bibliographic citations
- Required Readings on Library Reserve – where applicable, and with full bibliographic citations
- Recommended Additional Readings – where applicable, and with full bibliographic citations. The Library will use this list to obtain materials to support the course and to plan future acquisitions.

7. Course Requirements

List course requirements with due dates where possible, including but not limited to:

- Tests
- Assignments
- Projects

- Term paper
- Class Participation Policy

8. General Education Program Course

- If this is a General Education Program course, identify it as such, identify its category, and describe how this course satisfies the criteria for inclusion in this category. For additional information, please refer to the General Education Program section in this manual.

9. Writing Intensive (WI) Course

- If this is a WI course, include this heading and a statement that describes the Writing Intensive requirements. For example:

Writing will be integrated into the life of this course. You will receive comments, direction, and support as you work on strengthening your writing skills. Your writing will be evaluated and returned in a timely fashion, allowing you to incorporate my comments into your future work. For help outside the classroom, please see me during my office hours and/or work with a writing tutor in the Center for Reading and Writing (CRW), Room: E-230, x7557, cas@ramapo.edu

10. Weekly Class Schedule

- For each class meeting, indicate date, topic, required readings, and assignments. Where possible, indicate due dates for papers, assignments, quizzes, and exams. The Final Exam schedule can be found on the Web for Faculty site. The calendar should also include important deadlines such as add/drop, withdrawal, and incomplete requests; these dates may be found on the College website⁶

11. Grading Policy

- Indicate the percentage of a course grade allocated to each component of the course. Where applicable, include your grading scale, rubrics, and assessment tools. You may also wish to specify your policy on allowing incomplete grades and make-up policy for tests. (Note that the College has specific requirements for incompletes, specified in the College Catalog⁷; and tests can not be scheduled on religious holidays; please ensure that any additional policies for your classes do not conflict with College policy!)

12. Attendance Policy

- Indicate how many absences are permitted, how they will affect the final grade, and how arriving late or leaving early will be handled.
- Include the following statement:
College policy states that students must notify faculty within the first three weeks of the semester if they anticipate missing any classes due to religious observance.

13. Course Enrichment Component (see section VII of this manual)

- Include this heading and the following statement:
This course will include a minimum of five (5) hours of unmonitored appropriate experience outside of the classroom.
- Include a description of how this course satisfies the criteria. For additional information, please refer to the Course Enrichment Component section in this manual and the Syllabus Template.

14. Electronic Forms of Communication

- Include this heading and the following statement:
In accordance with College policy, I will use your Ramapo College email address (@ramapo.edu) to communicate with you about all course-related matters.
Faculty will determine how electronic forms of communication (e.g., email, Luminis) will be used in their classes, and will specify their requirements in the course syllabus. Faculty may choose to include additional items, including electronic or Web-based course information, Luminis, and Moodle information.

15. Policy on Academic Integrity

- Include a statement consistent with College policy. For example:

⁶ <http://www.ramapo.edu/academics/calendars/index.html>

⁷ http://www.ramapo.edu/catalog_11_12/academic-policies.html?col7=open#CollapsiblePanel7

“Students are expected to read and understand Ramapo College’s Academic Integrity Policy, which can be found online in the *College Catalog* (<http://www.ramapo.edu/catalog>). Members of the Ramapo College community are expected to be honest and forthright in their academic endeavors. Students who are suspected of violating this policy will be required to meet with the faculty member and/or be referred to the Office of the Provost.”

- If it is your policy to refer *all* cases to the Office of the Provost, the final sentence can read, “Students who are suspected of violating this policy will be referred to the Office of the Provost.”

The ARC reminds faculty that even if you adjudicate the matter yourself, the incident must still be reported to the Provost's Office on the appropriate [form](#)⁸. The incident in your class may not be a student's first offense!

16. Students with Disabilities

Include this heading and a statement consistent with College policy (which specifies that the student must be affiliated with OSS). For example:

“If you need course adaptation or accommodations because of a disability that has been documented with the Office of Specialized Services, please make an appointment with me.”

D. Sample Course Syllabus

Note: this syllabus is provided as a guide only. Faculty should feel free to change the formatting, wording, and other elements to suit their needs, so long as it conforms to the syllabus guidelines and is consistent with College policy.

RAMAPO COLLEGE OF NEW JERSEY School of _____

Course Information

Course Number, Course Title, Credit Hours
Prerequisites and/or Co-requisites (*see course level guidelines*)
Semester & Year Offered
Class Meeting Day(s), Time, location

Instructor Information

Instructor's Name, Title
Office Location & Phone No.
Office Hours
E-mail Address
Mailbox Location
School Office Location
School Office Phone No.

If the course is cross-listed, a student chooses which section (i.e. subject code) they register for. *Both* identities of the course should be listed on the syllabus and the following statement added: "Students should ensure they are registered in the correct section *before* the end of add-drop, because no changes can be made to a student's registration after that date."

Course Description

Include a course description that provides an overview of the course. This description should provide students with a capsule summary of the overall intentions of this course. It should match the course description in the college catalog, which is available online at www.ramapo.edu, and should generally be between 100 and 200 words in length. Courses such as First Year Seminar or 190/290/390/490 Topics courses should include the generic description followed by the specific description for the individual section. Likewise, for other courses for which you wish to have a lengthier description in the syllabus, add the additional material *after* the initial ‘Catalog’ description

- If the course description on the web needs updating, the convener should submit the

⁸ <http://ww2.ramapo.edu/libfiles/Provost2/AcadInteg%20Form%20202009.pdf>

updated syllabus to the Dean for approval. If a substantial revision is requested, reflecting a significant content change for the course, a full Course Revision Request package needs to be submitted to ARC.

- If the course is a capstone course, please identify it as such in the course description. Capstones are generally Writing Intensive.
- If the course requires students to purchase specialized materials, and/or requires students to visit off-campus locations, the ARC recommends that you indicate this in the course description. Students suffering financial hardship, or lacking a personal vehicle, may find these requirements difficult to meet.
- If the course is cross-listed, the final sentence of the Catalog description should read, "This course is cross-listed as xxxx." (*where xxxx is the course ID: subject and number*).

Course Goals

Include the general goals of the course. This entry should provide students with a general understanding of what students will know, do, grasp, or see as a result of taking this course. What are the general skills, aptitudes, or bodies of knowledge which this course seeks to enhance? It is in this area of the course syllabus that instructors have an opportunity to describe how a course would emphasize forms of critical writing, thinking, and reading.

Measurable Student Learning Outcomes

This section will articulate what a student should know or be able to do after taking this course. (SLOs should use specific action verbs such as “calculate”, “write”, “analyze”, etc., and should be *measurable* within the course.) Ensure that the SLO for the Course Enrichment Component is included⁹. Specific student learning outcomes should be stated and correlated to the assignments in which they will be measured.

- You may wish to state your outcome and list the assignment(s) which measure the outcome. For example, “students will be able to xxx... (*quizzes*)”
- Alternatively, you may wish to use a table to show which assignments address each outcome. For example:

	Paper	Quizzes	Class discussions	Final exam
Outcome 1: students will ...	X	X		
Outcome 2: students will ...		x	x	X

Texts, Readings, Materials

List all readings (i.e., required, Library Reserve, and recommended) in the documentation format most appropriate for your discipline; it is also helpful for students if you include the ISBN. The library website provides links to the common bibliographic formats. For example:

- APA Good, T. L., & Brophy, J. E. (2002). *Looking in classrooms* (9th ed.). Boston: Allyn & Bacon. ISBN xxx.
- Chicago Good, Thomas L., and Jere E. Brophy. *Looking in Classrooms*. 9th ed. Boston: Allyn &

⁹ It is recommended that you use one of the generic outcomes approved by Faculty Assembly:

- Demonstrate how an out-of-class activity applies knowledge obtained in the classroom
- Demonstrate how your learning of the course material is connected to and enhanced by the out-of-class activity

For additional information, including the assessment of the CEC SLO, refer to the supporting documents on the ARC website.

- Bacon, 2002. ISBN xxx.
- MLA Good, Thomas L., and Jere E. Brophy. *Looking in Classrooms*. 9th ed. Boston: Allyn & Bacon, 2002. ISBN xxx.
- Turabian Good, Thomas L. and Jere E. Brophy. *Looking in Classrooms*. 9th ed. Boston: Allyn & Bacon, 2002. ISBN xxx.

If your course requires students to purchase specific materials, they should be specified in this section.

Course Requirements

Students ordinarily give a great deal of attention to this section of a course syllabus since it informs them of their responsibilities. Among the variety of requirements which might apply, the following are important to note:

Classroom Participation – Your expectations regarding students’ involvement in the conduct and tasks of the course should be made clear.

Writing Assignments – You should comment on the kind of writing assignments to be given or offer students guidance on what tasks they must accomplish to receive a passing grade.

Examinations, Laboratory/Studio, Library Research – You should comment on the kind of examinations or assignments to be given or offer students guidance on what tasks they must accomplish to receive a passing grade.

Course Enrichment Component – *For all 4-credit undergraduate courses, except those that have scheduled meeting times in excess of 50 hours (3000 minutes) – e.g. lecture-lab courses.* Include this heading and the following statement: “Each course will include a minimum of five (5) hours of unmonitored appropriate experience outside of the classroom.” Faculty should then include a description of how this course satisfies the criteria. The following must be included:

- Description of the activity/activities and the assignment or other method that the student will be assessed by.
- Statement describing how the CEC integrates with course content and/or program curriculum, and how it will enhance student learning.
- The Student Learning Outcome for the CEC must be included in the ‘Measurable Student Learning Outcomes’ section of the syllabus.
- Statement describing the assessment of the CEC. This could be through an assignment, presentation, field/lab report, exam question, etc. The ARC recommends that the CEC is grade-bearing.

For additional information regarding the CEC, please refer to the supporting materials on the ARC website.

Assignment grades should be included either in this section or in the Grading Policy section.

General Education Program Course

If this is a General Education Program course, identify it as such, identify its category, and describe how this course satisfies the criteria for inclusion in this category. This may be included in your course description or in a separate section. For additional information, please refer to the General Education Program section in this *Manual*.

Writing Intensive (WI) Course

If this is a WI course, include this heading and a statement that gives the Writing Intensive requirements. For example:

“Writing will be integrated into the life of this course. You will receive comments, direction, and support as you work on strengthening your writing skills. Your writing will be evaluated and returned in a timely fashion, allowing you to incorporate my comments into your future work. For

help outside the classroom, please see me during my office hours and/or work with a writing tutor in the Center for Reading and Writing (CRW), Room: E-230, x7557, cas@ramapo.edu.”

Weekly Class Schedule

For each class meeting, indicate date, topic and required readings and assignments. Indicate due dates for papers, assignments, quizzes, and exams where possible. With as much detail as possible, a syllabus will provide students with a sense of the course's structure and sequence so that they can perceive a relationship between the goals of the course and the topics of materials to be covered. The calendar should include notice of when exams are to be given, or are due, or conferences to be held. The calendar should also include important deadlines such as add/drop, withdrawal, and incomplete requests. The ARC reminds faculty that tests/quizzes may not be scheduled on days of religious observances, as posted on the Academic Calendar. Web for Faculty is updated prior to the start of semester to show the Final Exam schedule for the upcoming semester.

Grading Policy

- Indicate the percentage of a course grade allocated to each component of the course, either here or within the descriptions of the course components in the ‘Course Requirements’ section.
- Specify your grading scale (e.g. number of points for an A, B, C, etc.). Note that we do not have A+ or D- grades for undergraduate courses.
- Rubrics and assessment tools may be included in this section of the syllabus, or in the instructions for each assignment.
- You should also specify your policy on allowing incomplete grades (consistent with the college’s Incomplete policy) and make-ups for tests.
- This information is essential in the case of a grade dispute. Instructors frequently express such guidelines on grades proportionally, though other methods are certainly available. The issue is not the method used but that the student should have a clear understanding of how you will arrive at a quantitative evaluation of their work.

Attendance Policy

- The College does not have an Attendance Policy; faculty are free to develop their own. It must be provided on the syllabus.
- Indicate how many absences are permitted, how they will affect the final grade, and how arriving late or leaving early will be handled. For example, do you limit the number of allowed absences; what policy do you practice in regard to giving make-ups for missed examinations?
- You must also include the following statement on religious observances:
“College policy states that students must notify faculty within the first three weeks of the semester if they anticipate missing any classes due to religious observance.”

Electronic Forms of Communication

Include this heading and the following statement:

“In accordance with College policy, I will use your Ramapo College email address (@ramapo.edu) to communicate with you about all course-related matters.”

Faculty will determine how electronic forms of communication (e.g., email, Luminis) will be used in their classes, and will specify their requirements in the course syllabus. Faculty may choose to include additional items, including electronic or Web-based course information, Luminis, and Moodle information.

- If you elect to utilize a third-party product that is not supported by the college (e.g. a wiki application), it *must* be accessed from within Moodle. Moodle is the ‘product of record’; if you post assignment grades, it must be done so within Moodle.

Policy on Academic Integrity

Include this heading and a statement consistent with College policy. For example:

“Students are expected to read and understand Ramapo College’s academic integrity policy, which can be found online in the *College Catalog*. Members of the Ramapo College community are expected to be honest and forthright in their academic endeavors. Students who violate this policy will be required to meet with the faculty member and/or will be referred to the Office of the Provost.”

- If it is your policy to refer *all* cases to the Office of the Provost, the final sentence can read, “Students who are suspected of violating this policy will be referred to the Office of the Provost.”

Students with Disabilities

Include this heading and a statement consistent with College policy (which specifies that the student must be affiliated with OSS). For example:

“If you need course adaptation or accommodations because of a disability that has been documented with the Office of Specialized Services, please make an appointment with me.”

Please note: Students must be registered with the Office of Specialized Services (OSS) to receive accommodations. As you develop or revise your course syllabus, consider ways to make your course material accessible to students with disabilities. For additional information, contact the Office of Specialized Services (OSS) at x7514 or email at oss@ramapo.edu. Please do not place a time limit on when students may request accommodation, as they may not be aware of their need until later in the semester.

Needless to say the above template cannot anticipate all the information or guidelines which could appear in a course syllabus. What is important is that the syllabus be detailed and comprehensive in its interpretation of the content and intentions of the course. The formatting and style of the syllabus is entirely up to the discretion of the instructor.

IMPORTANT NOTES

Information Literacy - Middle States Commission on Higher Education (MSCHE) Requirement

The Middle States Commission on Higher Education (MSCHE) Accreditation has mandated the incorporation of Information Literacy into the college curriculum. Information Literacy, as defined by the American Library Association, is the set of abilities that enables individuals to recognize when information is needed and then to locate, evaluate, and use it effectively. To this end, the library faculty developed guidelines that specify which components of Information Literacy should be infused into specific curricula by course level.

For additional information, contact Leigh Keller, Coordinator of Information Literacy, at x7316 or by email to lkeller1@ramapo.edu.

ARC-APPROVED COURSE SYLLABI – EXAMPLES

Each School has on file copies of course syllabi that are in the current ARC format. Faculty are encouraged to adapt them to their needs and thereby facilitate the process of creating new and revised course syllabi. The Academic Review Committee (ARC) wishes you success in developing your new or revised course. Your ARC representative is available to assist you. Please call on him/her.

E. Course Request Forms



**Academic Review Committee
Request Form for New Courses/
Resubmission of First Time Pilots**

Official use Only:
ARC #: _____
Course ID: _____
Status: _____
(A=Approved, I=Information item only, F= First time pilot, R=Returned)

Proposals must be received by **OCTOBER 15th 2011** for the 2012-2013 academic year (Fall 2012, Spring/Summer 2013). Please submit the **SIGNED ORIGINAL** and two (2) copies of the full package, which includes this request form, the course syllabus, checklist, and supporting documents, and an electronic copy of the syllabus, to your ARC representative, who will deliver them to ARC. If the new course is a requirement/elective in the major/minor, also include one printout of the current program requirements indicating how the course fits in the program.

SECTION A

Faculty Name: _____ Email: _____

School: _____ Convening Group: _____ Date: _____

Effective Date: Fall: _____ Spring: _____ Summer: _____
2012 or later 2013 or later 2013 or later

- New Course Proposal
- Resubmission of first time pilot for full approval: Current Course ID _____

SECTION B - NEW COURSE

1a. Course Discipline: _____ If cross-listed: secondary Course Discipline: _____

2. Course Level: _____ Course Credits: 4 Other __ (Attach rationale)

3. Full Course Title: _____

4. 30 Character Title: _____

5. Specific requirements this course will fulfill (for Degree Evaluation):

- School Core : _____ Subcategory: _____
- General Education – Category: _____
- Writing Intensive (Chair of Writing Across the Curriculum (WAC) Committee signature required)
- Study Abroad (Chair of Study Abroad Committee signature required)
- Major/Concentration: _____ Subcategory: _____
- Minor: _____ Subcategory: _____
- Other: _____

6. Are there any FEES for this course? No Yes (please specify) _____

7. Prerequisites: Please specify “and”, “or”: _____

8. Co-requisites, if any: _____

9. Primary Instructor: _____

10. Is this new course replacing or equivalent to an existing course? Yes No If yes:

a. Existing Course I.D.: _____ Course Title: _____

b. Effective end date of existing course if it is being *replaced* (term/year): _____

c. Is the existing course a prerequisite for another course(s)? If so, please specify: _____

SECTION C - REVIEW AND APPROVAL (include all that apply)

Title	Print name	Sign	Date
Convener			
Graduate Program Director			
School Curriculum Committee chair			
Graduate Directors' Committee chair			
WAC committee chair			
Study Abroad committee chair			
Dean			
VPCA (for INTD, EXSS, COND & CIPL courses)			
If course fulfills requirements in more than one program, additional signatures are required:			
Convener #2			
Convener #3			
Dean #2			
Dean #3			

ARC disposition:

- Information item only - no ARC approval needed
- This course request has been reviewed and approved as a “First Time” Pilot course.
- This course request has been reviewed, approved and forwarded to the Office of the Provost for final course approval.
- This course request has not been approved and is returned to you for the following reason(s):

ARC Chair: _____ Date: _____
print & sign

Office of the Provost Use Only:

Approved: _____ Not Approved: _____ Cost Center Code (if other than convening group): _____

Provost Signature: _____ Date: _____



**Academic Review Committee
Request Form for Course Revisions**

Official use Only:
 ARC #: _____
 Course ID: _____
 Status: _____
 (A=Approved, I=Information item only, F= First time pilot, R=Returned)

Proposals must be received by **OCTOBER 15th 2011** for the 2012-2013 academic year (Fall 2012, Spring/Summer 2013). Please submit the **SIGNED ORIGINAL** and two (2) copies of the full package, which includes this request form, the course syllabus, checklist, and supporting documents, and an electronic copy of the syllabus, to your ARC representative, who will deliver them to ARC. If the new course is a requirement/elective in the major/minor, also include one printout of the current program requirements indicating how the course fits in the program.

SECTION A

Faculty Name: _____ Email: _____
 School: _____ Convening Group: _____ Date: _____
 Effective Date: Fall: _____ Spring: _____ Summer: _____
2012 or later 2013 or later 2013 or later

SECTION B - COURSE REVISION

1. Current Course I.D.: _____ Current Course Title: _____

2. Type of Course Revision (Check ALL that apply):

- Discipline change** From: _____ To: _____
- Cross-listing change:** Add subject code: _____ Drop subject code: _____
- Level change** From: _____ To: _____
- Prerequisite change:** From: _____ To: _____
- New Title:** Full title: _____
 30-character title: _____

Course Description change (describe separately)

Major Content Change (describe separately)

Gen. Ed. Category change: From: _____ To: _____

WI designation change: Add WI status Drop WI status

Chair of Writing Across the Curriculum (WAC) Committee signature required)

3. Specific requirements this course will fulfill (for Degree Evaluation).

ONLY COMPLETE THIS SECTION IF CHANGES ARE BEING MADE.

School Core: _____ Subcategory: _____

General Education – Subcategory: _____

Major/concentration: _____ Subcategory: _____

Minor: _____ Subcategory: _____

Other: _____

4. Rationale for change: _____

SECTION C - REVIEW AND APPROVAL (include all that apply)

Title	Print name	Sign	Date
Convener			
Graduate Program Director			
School Curriculum Committee chair			
Graduate Directors' Committee chair			
WAC committee chair			
Study Abroad committee chair			
Dean			
VPCA (for INTD, EXSS, COND & CIPL courses)			
If course fulfills requirements in more than one program, additional signatures are required:			
Convener #2			
Convener #3			
Dean #2			
Dean #3			

ARC disposition:

- Information item only - no ARC approval needed
- This course request has been reviewed, approved and forwarded to the Office of the Provost for final course approval.
- This course request has not been approved and is returned to you for the following reason(s):

ARC Chair: _____ Date: _____
print & sign

Office of the Provost Use Only:

Approved: _____ Not Approved: _____ Cost Center Code (if other than convening group): _____

Provost Signature: _____ Date: _____

F. Instructions for Completing the Course Request Forms

SECTION A

Faculty Name: Name of the full-time faculty member proposing the new or revised course.

Date: Enter the date the form was completed.

School: Enter the "home" School of the faculty member.

Convening Group: Enter the convening group of the faculty member.

Effective Date: Enter the effective semester and year; only those courses submitted before October 15 will be effective in the following academic year. Please be mindful of how a course revision may affect students and their degree audits.

Submission type: check one box only:

SECTION B (New Course form)

1. Specify the primary four-character discipline for the course, and the number of credits. If the number of credits is not four, attach rationale for the number of credits.
2. Specify the course level. Refer to the Course Level Guidelines section in this *Manual*.
3. Enter the full course title as it should appear in the catalog.
4. Enter the short (30 character) version of the course title for the schedule.
5. Specify requirements:

School Core: Check this box and specify the school and the name of the requirement, e.g., "Upper-Level CA interdisciplinary", "Consciousness and Society", "200-300 Level History", etc.

General Education: Check this box and identify the category you are requesting the course to fulfill. Refer to the General Education Program section in this *Manual* for additional information. Include in the syllabus a description of how the course fulfills the GE category.

Writing Intensive (WI): Check this box if the course is being designated WI. signature of the Director of the WAC Program is required. Refer to the WI section in this *Manual* for additional information.

Study Abroad: Check this box if the course will be a Study Abroad course. The signature of the Chair of the Study Abroad Committee is required.

Major/minor: Review the major requirements in the College Catalog for specific requirement names. Specify the name of the requirement, if it is a requirement that has several possibilities. If the new course will become a new requirement for the major, specify the name of the course and provide a copy of the major from the College Catalog with the revisions. Please print out the Requirements of the Major page from the college web site and circle the specific requirements the course fulfills. Staple this to the course request package.

6. Identify if this is a standard lab fee, a modeling fee, a liability insurance fee, etc. Consult the Bursar for the dollar amount of any given fee.
7. Prerequisites: Specify the course ID for the prerequisite(s).
8. Co-requisites: Specify the course ID for the co-requisite. Please note: (1) a co-requisite cannot also be a prerequisite; (2) in the semester schedule, co-requisites can be set up for specific sections of courses.
9. Specify the faculty member who will be the primary instructor of this course.
10. Check the 'yes' box if you intend to remove a course from the active inventory of courses, and have the new course replace it in the requirements for the major/minor. This is primarily to update the degree evaluation system and course inventory.
 - a. Specify the existing course ID and course title
 - b. Specify semester and year should this course be removed from the catalog and degree audit

SECTION B (Course Revisions)

1. Specify the course ID and current course title.
2. Check the changes that apply for the type of course revision.
Specify the new title as it will appear in the College Catalog and a 32 character title for the Schedule of Classes.
3. Specify any change in requirements that this course change will cause.
4. Please attach a document to the form if the space allotted for the rationale for the change is not adequate.

SECTION C

1. Convener's Signature for home Discipline/School (if there is one); for Graduate courses, the Director of the Graduate Program's signature is required. For INTD, EXSS and COND courses, the Vice Provost's signature will also (or instead) be required.
2. School Curriculum Committee Chair (for Schools that have such a committee); for graduate courses, the chair of the Graduate Director's Committee.
3. Chair of the Writing Across the Curriculum Committee, if the course is a Writing Intensive course
5. Chair of International Education, if the course is a Study Abroad course
7. Dean's Signature for home discipline/school

If the course fulfills requirements in more than one program, signatures for convener or dean in second/third programs are required.

ARCHIVED

VII. New Program Proposal: Review and Approval Process

A. Narrative of New Program Proposal Request Process

All proposals for new undergraduate and graduate programs undergo the following review and approval process and procedure..

Pre-Program Proposal

Interested parties who wish to propose a new program prepare a 1-3 page narrative briefly describing the proposed program and its goals, and stating how the program satisfies the following criteria:

- It is consistent with and appropriate for the mission of the College and the School, as defined by the State of New Jersey Commission on Higher Education. The required documentation in accordance with the *Academic Issues Committee Manual* of the NJ Presidents' Council, compiled by the Office of Academic Affairs, New Jersey Commission of Higher Education. The *AIC Manual* (updated annually) is available in the Office of the Provost and on NJPC's website.
- An analysis of the resources needed to make the program viable has concluded that the program is feasible in terms of resources and impact on other existing programs at Ramapo and neighboring schools.
- An analysis has been done indicating the level of likely interest among existing students (or potential students) in the particular program.

This pre-program proposal narrative is submitted to the Provost for comment. The Provost's comments are added to the packet. Note that the Provost's input at this stage is commentary only; it is not a yes-or-no recommendation step, as that will occur much later in the process.

New Program Proposal

1. The originators of the proposal assemble the following package:
 - a. An *Academic Review Committee (ARC) New Program Request Form*
 - b. *Pre-Program Proposal* with Provost's commentsThe School ARC representative works with the faculty member until the package is complete.
2. The originators of the proposal submit the package, completed in step 1, to the following groups for review and approval:
 - a. Convening Group (CG) (if a convening group exists)
 - b. School Curriculum Committee (CC) (for Schools that have such a committee)
 - c. Unit Council (UC)
 - d. Dean of the program's home school
 - e. Graduate Council (for graduate programs)
3. The originators of the proposal submit the original and two (2) copies of the package to the School's ARC representative or Chair of ARC. In addition, the package should be provided electronically (e.g. as a pdf); ARC will forward information copies to:
 - a. Faculty Assembly (FA) President
 - b. Deans' Council (DC)
 - c. Provost
 - d. President
 - e. Other designated interested parties.

4. ARC votes to approve or not approve the proposal.
5. The Chair of ARC notifies, by email, the following:
 - a. Originators of the Program Proposal
 - b. Convening Group (CG) (if a convening group exists) and Graduate Council (if it is a graduate program)
 - c. Dean
 - d. Faculty Assembly (FA) President & Faculty Advisory Council (FAC)
 - e. Provost
 - f. President
 - g. Other designated interested parties
6. If approved and where FA approval is necessary, the Chair of ARC requests that the Faculty Assembly (FA) President bring the approval to FA for a vote.
7. If the program proposal motion is passed by the Faculty Assembly (FA), the Chair of ARC forwards all documentation to the FA President; and who submits the following documents to the Provost for consideration:
 - a. Program Proposal Request Package
 - b. Recommendation made by the Faculty Assembly (FA)
 - c. Faculty Assembly (FA) minutes
8. The Provost may/will review recommendations from the Dean's Council \ before rendering a decision.
9. If the program is approved by the Provost, it is presented to the Board of Trustees for final on-campus approval.
10. If the program is approved by the Board of Trustees, the Provost's Office notifies the Registrar, Enrollment Management, Dean(s), and proposal originator(s), and submits the program to the Academic Issues Committee (AIC) of the New Jersey Presidents' Council (NJPC).
 - a. New minors (whether attached to existing majors of the same name and CIP classification, or stand-alone minors) are sent to NJPC's AIC as information items only.
 - b. New majors and new graduate programs are sent to NJPC for 30-day review by peer institutions, following which additional materials may be required to be submitted before the AIC makes a recommendation on the program to the full NJPC; this step may take 2-3 months beyond the 30-day review. Final approval is granted by the NJPC, except in cases where programs exceed institutional mission (i.e., new graduate programs).
 - c. If new graduate programs are approved by NJPC, the Provost's Office submits a Request to Exceed Mission petition to the NJ Commission on Higher Education. The program can not be offered until CHE approval is granted; this step may take up to a year.

B. Instructions for Completing the New Program Request Form

SECTION A

Program Proposal Title: Title of the new program proposal

Originator(s) of the Proposal: Name or names of originator

Date: Indicate the date the form was completed.

School(s): "Home" School of the proposers of the new program or program revision.

Convening Group(s): Convening group(s) of originator

Effective Date: Date program will begin (note that additional approvals are required, and the effective date may be later than that requested)

SECTION B

Secure appropriate signatures

Reviewed and Approved by:

1. Graduate Council (if program proposal is a graduate program)
2. Convener: (if a convening group exists)
3. Dean:
4. School Curriculum Committee (CC) Chair: (for units that have such a committee)

Include in your package the pre-program proposal narrative and the Provost's comments on that narrative.

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**Academic Review Committee
Request Form: New Program**

Official use Only:
ARC #: _____
Program ID: _____
Status: _____
(A=Approved, I=Information item only, R=Returned)

Please submit the ORIGINAL and two (2) SIGNED copies of this request form and supporting documents (along with an electronic version) to your unit ARC representative, who will deliver them to the Academic Review Committee.

SECTION A: Program Information

Program Title: _____

Originator(s) of the Proposal: _____ Proposal

Date: _____

School(s): _____ Convening Group(s): _____

Effective Date: Fall 2012¹⁰ Fall 2013__

Please attach a description of the proposed program, and all supporting documentation including the Provost's pre-approval.

SECTION B: Approvals

Reviewed and Approved by:

Title	Print name	Sign	Date
Convener (if a convening group exists)			
Graduate Council Chair			
School Curriculum Committee chair			
Dean			

ARC Disposition:

- ARC recommends approval by the Faculty Assembly
- ARC does NOT recommend approval by the Faculty Assembly

ARC Chair: _____ Date: _____
print & sign

The ARC recommends the following:

Office of the Provost Use Only:

Approved Not Approved Provost Signature _____ Date: _____

¹⁰ Proposal must be received by ARC by October 15th 2011. Additional approvals beyond ARC are also required, therefore the program may not be approved in time for Fall 2012.

IX. Program Revision: Review and Approval Process

A. Narrative of Program Revision Request Process

All proposals for major revisions to existing programs (including program name changes and any change in required courses or number of credit hours) undergo the following review and approval process and procedure.

The table below outlines the approvals that are required; additional approvals may also be necessary (e.g. School Curriculum Committee, Graduate Council, etc.).

Request	Convener	Dean	ARC-Info Item	ARC-approval	Provost	Faculty Assembly
Program name change	X	X		X	X	X
Change in <u>required</u> courses/categories - where no. of credit hours changes, or impacts another convening group	X	X		X	X	
Change in courses/categories - where no. of credit hours does not change, and no impact on another convening group	X	X	X		X	

Program Revision

1. The convener of the program assembles the following package:
 - a. An *Academic Review Committee (ARC) Program Revision Request Form*
 - b. Supporting materials documenting the requested changes

The School ARC representative works with the convener until the package is complete.
2. The convener submits the package, completed in step 1, to the following groups for review and approval:
 - a. Convening Group (CG)
 - b. School Curriculum Committee (CC) (for Schools that have such a committee)
 - c. Unit Council (UC)
 - d. Dean of the program's home school
 - e. Graduate Council (for graduate programs)
3. Upon approval by these individuals/groups, the convener submits the original and two (2) copies of the package to the School's ARC representative or Chair of ARC, along with an electronic version of the package (e.g. pdf).
4. If the revision is an informational item (see table above), ARC discusses and forwards the proposal to the Provost for final approval. If the revision is an ARC Decision Item, ARC votes to approve or not approve the proposal.
5. The Chair of ARC notifies, by email, the following:
 - a. Convener
 - b. Dean
 - c. Faculty Assembly (FA) President & Faculty Advisory Council (FAC)
 - d. Provost
 - e. Other designated interested parties
6. If approved and where FA approval is necessary, the Chair of ARC forwards the proposal to the

Faculty Assembly President, for review by FAEC, and requests that the Faculty Assembly (FA) President bring the approval to FA for a vote.

7. Upon approval by Faculty Assembly (if required), the FA President forwards all documentation to the Provost for consideration; if FA approval is not required, these materials are forwarded instead by the Chair of ARC:
 - a. Program Revision Request Package
 - b. Recommendation made by the Faculty Assembly (FA) and FA minutes (if needed)
8. The Provost may/will review recommendations from the Dean's Council and Provost's Council before rendering a decision. Upon approval, the Provost notifies the ARC Chair and the Registrar.

B. Instructions for Completing the Program Revision Request Form

SECTION A

Program Title: Title of the program. If the request is to change the program title, enter the *current* title here.

Date: Indicate the date the form was completed.

School(s): "Home" School of the proposers of the new program or program revision.

Convening Group(s): Convening group(s) of originator

Effective date: Date that the changes take effect – must be a Fall semester. (Note that additional approvals are required, and the effective date may be later than that requested)

SECTION B

Secure appropriate signatures



**Academic Review Committee
Request Form: Program Revision**

Official use Only:
 ARC #: _____
 Program ID: _____
 Status: _____
 (A=Approved, I=Information item only, R=Returned)

Please submit the ORIGINAL and two (2) SIGNED copies of this request form and supporting documents (along with an electronic version) to your unit ARC representative who will deliver them to the Academic Review Committee.

SECTION A: Program Information

Program Title: _____

School(s): _____ Convening Group(s): _____

Proposal Date: _____ Effective Date: Fall 2012¹¹ Fall 2013

Please attach a description of the proposed changes, and all supporting documentation.

SECTION B: Approvals

Reviewed and Approved by:

Title	Print name	Sign	Date
Convener			
Graduate Council Chair			
School Curriculum Committee chair			
Dean			

ARC Disposition:

- Information item only - no ARC approval necessary
- ARC recommends approval by the Faculty Assembly
- ARC does NOT recommend approval by the Faculty Assembly
- Faculty Assembly approval not needed; ARC approves
- Faculty Assembly approval not needed; ARC does not approve

ARC Chair: _____ Date: _____
print & sign

The ARC recommends the following:

Office of the Provost Use Only:

Approved Not Approved Provost Signature _____ Date: _____

¹¹ Proposal must be received by ARC by October 15th 2011

IX. Miscellaneous Provisions and Notes

1. Courses which have not been offered for five years may be dropped from the catalog. This may be initiated by either the convening group or the Registrar's office, in consultation with the faculty member(s) who typically taught the course. The change must be approved by the convener of the program and the Dean, and is transmitted directly to the Registrar.

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X. Record of Changes

Record of Changes

- 1.0 February 18, 2004: Adopted at the meeting of the Faculty Assembly
- 1.1 September 2004: Updated Introduction, page 5
- 1.2 March 2006: Revised *Manual* for Curriculum Enhancement Plan (CEP)
- 1.3 September 2007: Minor revisions to course and program proposal process, revisions to course level guidelines and course enrollment caps.
- 1.4 May 2010: Updates to General Education program (including incorporation of GECCo) and First Year Seminar description. Minor revisions to course and program proposal process, and clarification of types of changes that are submitted to ARC as decision items, information items, or not submitted to ARC. Revisions to course level guidelines (500-700 level), ARC course proposal deadlines (both pending approval) and syllabus template.
- 1.5 May 2011: Updates to General Education, FYS, CEC and WAC descriptions. Updates to syllabus template and checklist. Course and Program request forms updated.

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