



Academic Review Committee

Academic and Curricular Guidelines Manual

2014-2015

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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, as are archived versions. It is a work-in-progress and is updated annually to reflect changes in academic and curricular policies, procedures, and guidelines. Please ensure you are using the current year's *Manual*!

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 Gorewitz (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 Skrzynski (Office of the Provost, ex officio) who served on ARC for AY 2004/2005, Linda Padley (Office of the Registrar, ex-officio AY 2002-2006), and Cynthia Brennan (Office of the Registrar, ex-officio 2007-2013).

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, Michele Dunn (Registrar), Eric Daffron (Vice Provost for Curriculum and Assessment), Michelle Johnson (Associate Director of Academic Advisement), and Ashwani Vasisht (GECCo) are currently ex-officio members.

Dr. Emma Rainforth
Chair, ARC, 2013-2014
Dr. Thierry Rakotobe-Joel
Chair, ARC, 2014-2015

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.
- The syllabus should indicate how the course fits into the specified General Education Program category, and include the appropriate GE learning outcome(s)¹.
- 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.

Important note for 2014-15: The General Education program is undergoing review and will likely be revised over the course of this academic year. Therefore, as announced in Fall 2013, this year the ARC will not be accepting course requests for the *current* version of General Education.

¹ <http://www.ramapo.edu/fa/files/2013/04/Gen-Ed-SLOs-CurriculumMap.doc>

GENERAL EDUCATION PROGRAM REQUIREMENTS (10 COURSES)

FIRST YEAR	
100 LEVEL One Course	INTD 101 First-Year Seminar (FYS) (Also AHID 101 and CNTP 101) 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.
100 LEVEL One Course	CRWT 102 Critical Reading and Writing II (formerly ENGL 180 College English) 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.
100 LEVEL One Course	SOSC 101 Social Issues 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 style="text-align: center;">OR</p> BADM 115 Perspectives in Business and Society 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.
100 LEVEL One Course	History Category 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. Courses which meet this requirement are: 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	Mathematical Reasoning Category The courses in this category develop a student's mathematical reasoning skills including formulating and solving problems, thinking critically, and reasoning abstractly.
100 LEVEL One Course	Science with Experiential Component Category 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.

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 2011² 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 II³, 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 or convening group (working with the WAC committee) will develop its own guidelines for WI courses.

The Center for Reading and Writing (CRW) provides support services through professional and peer tutors. Room: L211, x7557, crw@ramapo.edu

WAC in the General Education

WAC in the GE consists of three courses (First Year Seminar, Critical Reading and Writing II , 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.
- The course will emphasize the process of writing, including prewriting and revision.
- Students will have the opportunity to revise some of the writing after receiving faculty feedback.

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 or convening group will develop its own guidelines regarding WAC. The WAC committee recommends the following:

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

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

Writing Intensive (WI) Course

Writing will be integrated into the life of this course. You will receive comments, direction, and

² See WAC Program Description on the ARC Website ('Supporting Documents' page)

³ previously College English (ENGL 180)

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: L-211, x7557, crw@ramapo.edu.

See the course schedule of assignments for when drafts and revisions are due.

[Include these dates in the course schedule.]

The grading policy for drafts and revisions is as follows:

[Describe whether drafts will be graded, and how those grades will be factored into the grade for the assignment or weighted for the course.]

For additional information, contact:

Dr. Amanda Beecher

Assistant Professor, Mathematics

Chair, WAC Program

Phone: 201-684-7159; office: ASB 017; email abeecher@ramapo.edu

Please also include an overview of the writing assignments in this course if not provided elsewhere in the syllabus.

IV. Course Level Guidelines⁴

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.

⁴ 100-400 level guidelines approved by Faculty Assembly, 12/12/2007. 500-700 level guidelines approved by Faculty Assembly, 10/20/2010.

V. Course Enrollment Guidelines

Guidelines were developed by the Ramapo College faculty⁵ as a guide to maximum student enrollment in courses. Pedagogical practice dictates that course enrollment should be considered in its impact on student learning. However, the Administration determined minimum and maximum course enrollments. Please refer to Archived versions of the ARC manual for the FA-approved guidelines.

The current guidelines for class size (as set by the Administration) can be found in Academic Affairs [Policy / Procedure](#) 300-Z, “Minimum and Maximum Course Enrollment”, March 2012. (<http://ww2.ramapo.edu/libfiles/Provost2/Policy%20-%20300-Z%20-%20Minimum-Maximum%20Course%20Enrollment%20-%204-2-12.doc> and <http://ww2.ramapo.edu/libfiles/Provost2/Procedures - 300-Z-Min-Max Course Enr.doc>)

⁵ 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 Component⁶

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*

⁶ 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 source⁷; oral presentations/reports

Samples of CEC’s from courses in each school, as well as additional implementation information and suggestions, may be found on the on the Resources page of the Faculty Resource Center (http://ww2.ramapo.edu/libfiles/FRC/pdfs/The%20Course%20Enrichment%20Component%20Guide%20with%20Samples_F12.pdf)

⁷ 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 and graduate courses, as well as all credit-bearing pre-college and CIPL courses, must undergo the following review and approval procedure:

1. The full-time tenured/tenure-track faculty member proposing a new or revised course assembles the following proposal package⁸:
 1. An *Academic Review Committee (ARC) Course Request Form*. 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. The syllabus should represent the course as you intend it to be taught (i.e., if you are submitting a Course Revision, the syllabus should be for the *revised* version of the course, rather than the current version).
 4. Other supporting documentation

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

- Changes in prerequisites or course numbers (where course *level* remains the same) 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-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		

A substantial revision to a course *may* require a change of course ID (number) – for instance, removing a lab from a lecture-lab course. If this is not requested on the course revision form, and ARC considers the change substantive enough to merit a new course ID, the ARC Chair will contact the faculty member proposing the course and the convener.

5. Deadlines: **The deadline for a course to be considered for the following academic year (Summer-Fall-Winter-Spring) 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

⁸ for pre-college credit-bearing courses, CIPL may be the proposer of record. Courses bearing college-level credit proposed by CIPL should be brought forward with the consultation of the relevant convening group, and with a full-time faculty member as the proposer of record.

representative by October 1st.

2. The faculty member secures the signed approvals of the following:

Undergraduate Course:

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. The Dean, or the Vice Provost (for INTD, EXSS, COND and pre-college CIPL-offered courses)

Graduate Course:

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 proposal to the School ARC representative no later than October 15th for the following academic year (Summer/Fall/Winter/Spring). The proposal should also be sent electronically; the syllabus should preferably be sent as a Word file.

NOTE: ARC approval of a course indicates that it conforms to the academic and curricular guidelines of Ramapo College. ARC will send the course packet to the Provost for final approval. 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 (including the CEC) 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, which could include (but is 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/why this course satisfies the criteria for inclusion in this category. For additional information, please refer to the General Education Program section in this manual.

- GE statement / description included
- GE outcome(s) included (see <http://www.ramapo.edu/fa/files/2013/04/Gen-Ed-SLOs-CurriculumMap.doc>)

n/a (not a GE course)

9. Writing Intensive (WI) Course

n/a (not a WI course)

If this is a WI course, include the following information:

- General statement about the WI nature of the course and where to find support. 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: L-211, x7557, crw@ramapo.edu
See the course schedule of assignments for when drafts and revisions are due.
[Include these dates in the course schedule.]
- Include an overview of the WI assignments (if not included under 'Course Requirements' already), including the grading policy for drafts and revisions.
[Describe whether drafts will be graded, and how those grades will be factored into the grade for the assignment or weighted for the course.]
- CRWT 102 is a prerequisite for all WI courses (except FYS and CRWT 102); if it is not already a prereq for this course, please add it to the 'prereqs' section of your syllabus as well as to the ARC form.

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 allocated final exam time period must be utilized in some manner (e.g., for exams, presentations, or other learning experiences at the instructor's discretion). The calendar should also include important deadlines such as add/drop, withdrawal, and incomplete requests; these dates may be found on the College website⁹

Reminders: (1) The Fall/Spring semesters have 15 weeks of class (week 15 is 'Finals Week'), with 3 hours of meeting time per week. Summer session is 5 weeks long with 9 hours of meeting time per week. Each course has 45 hours of meeting time with an expectation that students spend approximately twice that amount of time outside the classroom (homeworks, readings, etc.). Online courses should plan to have an equivalent student work-load. Additionally, most courses require an additional 5 hours outside the classroom (the CEC). (2) In the event of cancellation of classes (including due to campus closings), faculty are reminded that the missed work must be made up in some way.

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. (Note that the grading scale for Graduate courses omits the C-, D+ and D grades, running from C straight to F.) 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 Catalog¹⁰; 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)

- The course does not require a CEC (e.g., it is a lab/fieldwork course); indicate that here. For all other courses:
- Include this heading and the following statement:
This course will include a minimum of five (5) hours of unmonitored appropriate experience outside of

⁹ <http://www.ramapo.edu/academics/calendars/index.html>

¹⁰ <http://www.ramapo.edu/catalog-2014-2015/academic-policies/>

- the classroom.
- Include a description of how this course satisfies the criteria and integrates with the classroom experience. For additional information, please refer to the Course Enrichment Component section in this manual and the Syllabus Template.
 - Include the CEC in your Outcomes / Assignments key (see checklist item #5)

Either include the following items on the Syllabus, or include this link to the College-wide policies:
<http://www.ramapo.edu/fa/files/2013/04/College-Wide-Class-Policies1.docx>

If you are going to just include the link, include this statement on your syllabus:

- For the course policies on electronic forms of communication, academic integrity, and students with disabilities, please refer to the College-Wide Class Policies document online at <http://www.ramapo.edu/fa/files/2013/04/College-Wide-Class-Policies1.docx>

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.
Note: the College supports Moodle as the only course management system.

15. Policy on Academic Integrity

- Include a statement consistent with the 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* (<http://www.ramapo.edu/catalog-2014-2015/academic-policies/>). 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 either required to meet with the faculty member (and in the event of a ‘responsible’ finding, reported to the Office of the Provost), or be referred directly to the Office of the Provost, which will adjudicate the matter.
 - 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.”

Notes:

- (1) 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](#)¹¹. The incident in your class may not be a student’s first offense.
- (2) For faculty-adjudicated incidents, faculty determine the sanction. For suspected violations that are referred to the Provost’s Office, the faculty member may *recommend* a sanction in the event of a ‘responsible’ finding, but the final sanction is determined by the entity that adjudicated the case.

16. Students with Disabilities

- Include this heading and a statement consistent with the 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

¹¹ <http://www.ramapo.edu/provost/files/2013/04/Academic-Integrity-Reporting-Provost-2014.pdf>

College policy. Please refer to the Syllabus Checklist.

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 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 included¹². 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, e.g.:

	Paper	Quizzes	Class discussions	Final exam	CEC
Outcome 1: students will ...	X	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 & Bacon, 2002. ISBN xxx.
- MLA 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

¹² It is recommended that you use one of the generic outcomes approved by Faculty Assembly, which describe how the CEC integrates with the rest of the course:

- 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 and FRC website.

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*. You are asked to include the appropriate GE outcome(s)¹³ in your course outcomes.

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: L-211, x7557, crw@ramapo.edu.

CRWT 102 is a prerequisite for all WI courses (except FYS and CRWT 102); if it is not already a prereq for this course, please add it to the 'prereqs' section of your syllabus as well as to the ARC form.

If the assignments are not described under the 'Course Requirements' section, please provide a brief overview of them here, along with due dates, revision policies, etc.

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; it is also recommended that tests/quizzes should not be scheduled on State holidays, because support services (including OSS testing labs) are unavailable. 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; graduate courses do not have C-, D+ or D grades.
- 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

¹³ <http://www.ramapo.edu/fa/files/2013/04/Gen-Ed-SLOs-CurriculumMap.doc>

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.

Either include the following items on the Syllabus, or include this link to the College-wide policies:
<http://www.ramapo.edu/fa/files/2013/04/College-Wide-Class-Policies1.docx>

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’; and if you post assignment grades, it must be done so within Moodle.

Policy on Academic Integrity

Include this heading and a statement consistent with the 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* (<http://www.ramapo.edu/catalog-2014-2015/academic-policies/>). 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 either required to meet with the faculty member (and in the event of a ‘responsible’ finding, reported to the Office of the Provost), or be referred directly to the Office of the Provost, which will adjudicate the matter.

- 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.”

Notes: (1) 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](#)¹⁴. The incident in your class may not be a student's first offense! (2) For faculty-adjudicated incidents, faculty determine the sanction. For suspected violations that are referred to the Provost’s Office, the faculty member may *recommend* a sanction in the event of a ‘responsible’ finding, but the final sanction is determined by the entity that adjudicated the case.

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:

¹⁴ <http://www.ramapo.edu/provost/files/2013/04/Academic-Integrity-Reporting-Provost-2014.pdf>

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.

Notes:

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.

Examples of ARC-approved syllabi: Contact your school representative for examples of syllabi that have recently been submitted to the ARC.

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.

D. Course Request Forms

All forms are available separately on the ARC website, as electronically fill-in Word files, and as write-in pdf files.



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

ARC Use Only:
ARC #: _____
Course ID: _____
Status: _____
(A=Approved, F= First time pilot, R=Returned)
Date rec'vd by ARC: _____

*Proposals must be received by **OCTOBER 15th 2014** for the 2015-2016 academic year (Summer/Fall 2015, Winter/Spring 2016). Please submit the **SIGNED ORIGINAL** 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. Also include one printout of the current program requirements showing how the course fits in the program.*

SECTION A

Faculty Name: _____ Email: _____@ramapo.edu

School: _____ Convening Group: _____ Date: _____

Anticipated First Semester:

- 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: _____ Type: _____
 ~~General Education~~ Category: _____ (No new GE requests for Fall 2015 start date)
 Writing Intensive (Chair of Writing Across the Curriculum (WAC) Committee signature required)
 Study Abroad (Chair of Study Abroad Committee signature required)
 Major/Concentration: _____ Subcategory: _____ Type: _____
 Minor: _____ Subcategory: _____ Type: _____
 Other: _____

6. Are there any FEES for this course? No Yes (please specify type / amount¹⁵): _____

7. Prerequisite course(s): Please specify "and", "or": _____

8. Restrictions¹⁶: _____

9. Co-requisites, if any: _____

10. Primary Instructor: _____

11. Is this new course now *replacing* an existing course (that is, a course that will now be removed from the Course Catalog)? Yes No If yes:

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

b. Effective end date of the existing course being replaced (term/year): _____

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

¹⁵ e.g., lab fee, studio fee, liability insurance fee, etc.; contact Bursar for additional information

¹⁶ e.g., "junior standing", "instructor permission", "ASB students only"

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 Use Only:

ARC disposition:

- 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

ARC Use Only:
ARC #: _____
Course ID: _____
Status: _____
(A=Approved, R=Returned)
Date rec'vd by ARC: _____

Proposals must be received by **OCTOBER 15th 2014** for the 2015-2016 academic year (Summer/Fall 2015, Spring/Summer 2016). Please submit the **SIGNED ORIGINAL** 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. Also include one printout of the current program requirements indicating how the course fits in the program.

SECTION A

Faculty Name: _____ Email: _____@ramapo.edu

School: _____ Convening Group: _____ Date: _____

Anticipated first semester: _____

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: _____

Prerequisite¹⁷ change: From: _____ To: _____

Restriction¹ change: From: _____ To: _____

New Title: Full title: _____

30-character title: _____

Course Description change (describe separately)

Major Content Change (describe separately¹⁸) new course ID? Yes No

Gen. Ed. Category change: From: _____ To: _____ (no GE requests for Fall 2015)

WI designation change: Add WI status Drop WI status

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

Fee change (specify type/amount¹⁹): _____

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

ONLY COMPLETE THIS SECTION FOR CHANGES THAT ARE BEING MADE.

School Core: _____ Subcategory: _____ Type: _____

Major/concentration: _____ Subcategory: _____ Type: _____

Minor: _____ Subcategory: _____ Type: _____

Other: _____

4. Rationale for change: _____

¹⁷ A "prerequisite" is a course; other restrictions (e.g. class standing, specific majors) are "restrictions".

¹⁸ ARC may deem a change substantive enough to merit a new course ID for the course

¹⁹ e.g., lab fee, studio fee, liability insurance fee, etc.; contact Bursar for additional information

5. Is this revised course now *replacing* an existing course (that is, a course that will now be removed from the Course Catalog)? Yes No

If yes:

- a. Existing Course I.D.: _____ Course Title: _____
 b. Effective end date of the existing course 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 Use Only:

ARC disposition:

- This course request has been reviewed, approved and forwarded to the Office of the Provost for final course approval.
 New Course ID required
 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: _____

VIII. New Program Proposal: Review and Approval Process

A. Narrative of New Program Proposal Request Process

A proposal for a new academic program—certificate program, minor, concentration, major, and graduate program—moves through two major phases in the approval process:

Proposals for new programs must include a description of how the proposed program aligns with the College’s Mission.

Request	Convening group	Unit Council	Dean	Graduate Council	ARC	Faculty Assembly	Provost	BoT	AIC
New undergraduate major	D	D	D		D	D	D	D	D
New undergraduate minor or concentration	D	D	D		D	D	D	D	I
New graduate program	D	D	D	D	D	D	D	D	D
New credit-bearing certificate*	D	D	D	(D) ²⁰	D	D	D	D	I
New non-credit-bearing certificate*	I	I	I	I	I	I	D	D	I

D = decision item; I – information item

Feasibility Phase

Interested parties who wish to propose a new program prepare a 1-3 page narrative briefly describing the proposed program and its goals, including its anticipated impact on the College’s other programs, the need for the program, anticipated enrollments, and resources needed. Graduate programs must also include a budget.

For certificate programs:

- The Assistant Vice President (AVP) of CIPL develops the proposal for a certificate program provided by a third-party vendor and for a non-credit-bearing certificate with no school affiliation.
- The AVP of CIPL consults with the Dean in developing the proposal for a non-credit-bearing certificate with school affiliation.
- The AVP of CIPL and the Dean consult with the Vice Provost in developing the proposal for a credit-bearing certificate developed by or affiliated with CIPL.
- The Dean consults with the Vice Provost in developing the proposal for a credit-bearing certificate developed independently from CIPL and for any other program.

Depending on the program, the proposal includes the following components:

- Certificate program): The proposal follows the guidelines and uses the forms prepared by CIPL: <http://www.ramapo.edu/cipl/proposals/>.
- New Minor: The proposal contains all components designated for a minor on the Academic Review Committee (ARC) New Program Proposal Checklist: [link]. Although the checklist is designed to be all-inclusive (for all types of programs and for both the feasibility and the

* Certificates may be credit-bearing packages of existing courses, non-credit-bearing packages of learning experiences, or packages combining credit-bearing courses and non-credit-bearing learning experiences. For definitions of certificate programs, and procedures to create them, see [Academic Affairs Procedure 300-V](#)

²⁰ Graduate Council approval only required for graduate-level certificate programs

curricular phases), the checklist notes which components are reviewed in which phase and which ones fall under ARC's purview.

- New concentration: The proposal contains all components designated for a concentration on the ARC New Program Proposal Checklist: [link].
- New Major: The proposal contains all of the components designated for a major on the ARC New Program Proposal: [link]. These components include the ones required by the Academic Issues Committee (AIC) Manual of the New Jersey President's Council (NJPC). Although the checklist exceeds what the Provost needs to determine program feasibility, submitting a full proposal (for a major or a graduate program) streamlines the approval process and reduces the number of (versions of) proposals in circulation on campus.
- Graduate Program: The proposal contains all of the components designated for a graduate program on the ARC New Program Proposal: [link]. The components include the ones required by the AIC of the NJPC as well as a three-year budget model, a template for which may be found on the Provost's website: [link].

The originator shares the proposal and/or submits it for review, as appropriate.

- The AVP of CIPL submits the proposal for a certificate program provided by a third-party vendor and for a non-credit-bearing certificate program with no school affiliation to PPRC.
- The AVP of CIPL asks the relevant convener and Dean for signatures on the proposal for a non-credit-bearing certificate program with school affiliation and for a credit-bearing certificate program developed by or affiliated with CIPL and submits the proposal to the PPRC.
- The Dean shares the proposal for an independently developed credit-bearing certificate program and for any other program with the relevant convening group, unit curriculum committee, and unit council.

The AVP of CIPL or the Dean, as appropriate, submits the proposal (including the New Program Proposal Checklist) to the Provost, who makes the final determination of feasibility. A certificate program provided by a third-party vendor requires no further approval. The Provost will notify the Board of Trustees of this program.

Curricular Phase

Once the Provost approves the program for feasibility, but before the proposal moves into the curricular phase, the originator of the program reviews the steps in this phase and constructs a tentative timeline.

- The AVP of CIPL consults with the Vice Provost in the case of any certificate program other than one developed independently from CIPL.
- The Dean consults with the Vice Provost in the case of an independently developed credit-bearing certificate and any other program.

Understanding the timeline is crucial. Some internal bodies (e.g., Faculty Assembly) and external bodies (e.g., NJPC) have predetermined meeting schedules, and the College Catalog must meet a publication deadline.

Then the AVP of CIPL (for a CIPL certificate program) or the Dean (for an independently developed certificate program and any other program) submits the full proposal with all components outlined above for internal approval.

Steps for Program Originators

1. The originator(s) of the proposal assemble the following package:
 - a. An *Academic Review Committee (ARC) New Program Request Form*
 - b. *Pre-Program Proposal* with Provost's comments and approval

- c. Additional documents as specified in the Checklist
 - Certificate program: The proposal follows the Policy and Procedure on Certificate Programs (<http://www.ramapo.edu/provost/faculty-resources/>) and must be accompanied by the ARC form on page 33 of the ARC Manual. The originator of the proposal (AVP of CIPL for a CIPL-affiliated certificate or Dean for an independently developed certificate) is responsible for obtaining the signatures on the form before submitting it to ARC.
 - Minor, Concentration, Major, or Graduate Program: The proposal follows the process outlined on pages 27-29 in the ARC Manual and must be accompanied by the ARC form on page 33 of the ARC Manual. The Dean (or designee) is responsible for obtaining the signatures in the box on the ARC New Program form before submitting it to ARC.
 - d. New Program Proposal Checklist
The School ARC representative and the Vice Provost for Curriculum and Assessment work with the program originator(s) 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, in this order:
 - a. Convening Group (CG) (if a convening group exists)
 - b. School Curriculum Committee (CC)
 - c. Unit Council (UC)
 - d. Dean of the program's home school
 - e. CIPL (for certificate programs)
 - f. Graduate Council (for graduate programs)
 3. The originators of the proposal submit 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).

Additional Information

Once ARC and Faculty Assembly (if applicable) approve the program, ARC submits the full proposal with the ARC New Program Proposal Checklist to the Provost, who approves the program for curricular integrity. Then the Provost submits the full proposal (but only in the case of a new major or a new graduate program) to Cabinet for review. Finally, the Vice Provost prepares the Board of Trustees resolution and submits it, along with the proposal narrative only, to the President's Office for inclusion on the agenda of the Academic and Student Affairs Committee and, pending that committee's approval, on the agenda of the Ramapo College Board of Trustees.

External Approval

Once the Board of Trustees approves the program, the Vice Provost notifies the AIC of the NJPC of a new certificate program, a new minor, or a new concentration as an information item only. In the case of a new major or a new graduate program, the Vice Provost follows these steps as outlined on pages 6-11 in the AIC Manual: <http://njpc.org/documents/academic-issues-committee-manual-2013-2014>

- The Vice Provost submits the proposal to the New Jersey Presidents for a thirty-day review.
- The Vice Provost works with the Dean to identify a consultant and coordinates the consultant's schedule with appropriate individuals on campus. The AIC Manual delineates requirements for the consultant on page 8.
- The consultant visits campus and issues a report. Page 33 of the AIC Manual indicates the issues that the consultant must address.

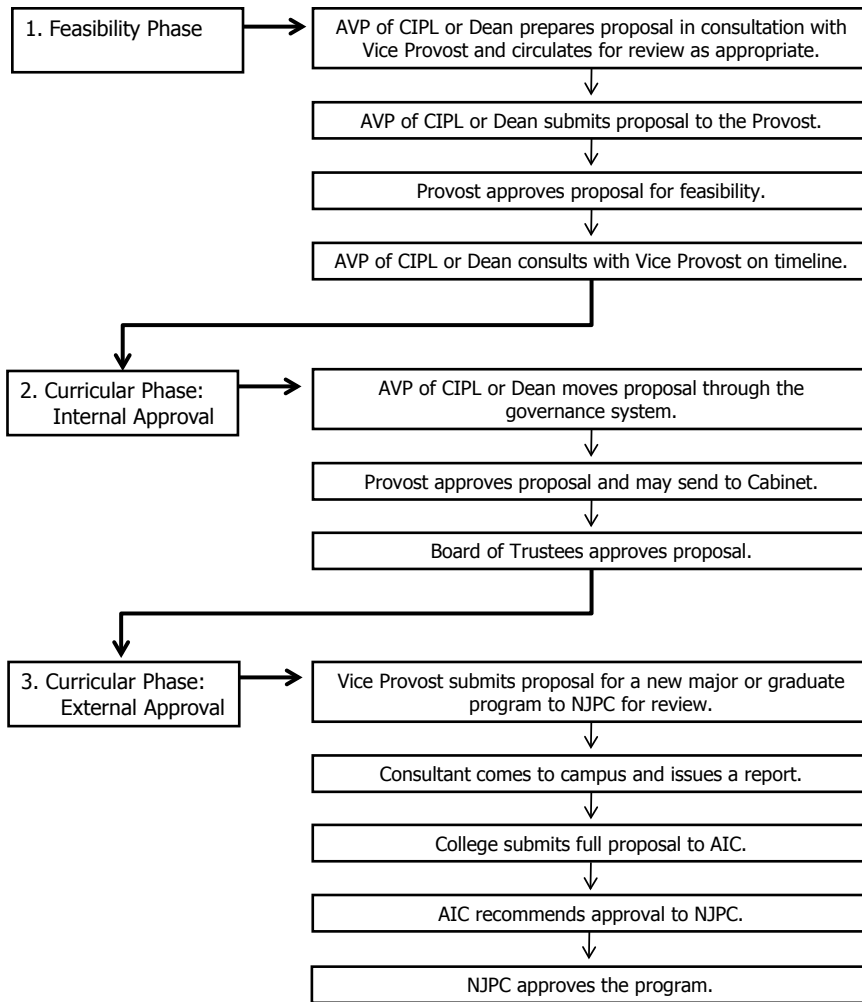
- The Vice Provost works with the Dean or designee to prepare a response to the consultant's report.
- The Vice Provost submits the proposal, the consultant's report, and the College's response (along with other required forms and materials) to the AIC of the NJPC.
- AIC recommends approval to NJPC, which makes the final determination.
- The Vice Provost notifies the Provost, the Dean, the AVP of CIPL (in the case of a CIPL certificate program), the Registrar, the Associate Vice President of Enrollment Management, and the Director of Institutional Research of the outcome.

Accreditation

The process outlined above does not take into consideration two accreditation issues:

- A major or a graduate program seeking programmatic accreditation must follow a separate process, as dictated by the accrediting body. That process, which may occur alongside the one outlined above, must be completed prior to program implementation.
- If a new program constitutes a substantive change (e.g., a new degree level or a significantly different type or character of program from that which the institution currently offers), the Provost's Office must work with the AVP of CIPL or Dean, as applicable, to submit a substantive change proposal to the Middle States Commission on Higher Education in accordance with its policy: <http://www.msche.org/documents/P6A-2-SubChangePolicyRev042613Mod11014.pdf>.

Proposing a New Academic Program



AVP of CIPL: Assistant Vice President of CIPL
 AIC: Academic Issues Committee of the NJPC
 NJPC: New Jersey Presidents' Council

All forms are available separately on the ARC website, as electronically fill-in Word files, and as write-in pdf files.

B. Checklist for New Program Proposals

Submit the following items along with this checklist. If an item is subject to approval in *only* one phase (feasibility or curricular), that information is indicated in parentheses. If an item applies *only* to a particular type of program, that information is also indicated in parentheses. Certificates developed by or affiliated with CIPL use CIPL's forms and items, but if they are credit-bearing certificates they will also need an ARC form.

1. Feasibility Phase:

- Program proposal
 - Program summary, objectives, and cooperative arrangements (if any)
 - Program's impact on the College's other programs, including the undergraduate curriculum if the proposed program is a graduate program
 - Program's need
 - If the program is in the liberal arts/sciences, indicate student demand and opportunities for further education if appropriate; if the program is career-oriented/professional, indicate student demand and labor market need, provide employer surveys, and describe opportunities for employment and advanced/additional study.
 - Alignment with the Strategic Plan
 - Comparison with similar programs in the State and neighboring states
 - Program's anticipated enrollment from launch to optimal level
 - Additional resources needed for the first five years
- Program budget (graduate program only)

Feasibility approval: Provost's signature: _____ Date: _____

Upon approval by the Provost of the Feasibility Phase, include this signed form with the package for the Curricular Phase. Ensure all materials included in the Feasibility Phase are also included.

2. Curricular Phase

- Program proposal form with all signatures
- Program proposal –documents required in addition to those provided in the Feasibility Phase
 - Program assessment
 - learning goals/outcomes
 - direct and indirect measures
 - assessment process
 - alignment of program outcomes to all-college goals/outcomes (undergraduate programs only)
 - alignment of program outcomes to program courses
 - Program's relationship to:
 - College's mission (check those that apply)

<input type="checkbox"/> Interdisciplinary learning	<input type="checkbox"/> Diversity/Inclusiveness
<input type="checkbox"/> Experiential learning	<input type="checkbox"/> Sustainability
<input type="checkbox"/> International understanding	<input type="checkbox"/> Student engagement
<input type="checkbox"/> Intercultural understanding	<input type="checkbox"/> Community involvement
 - College's Strategic Plan
 - School's mission and/or goals
 - Degree requirements
 - Course titles, descriptions, and credits
 - Course sequencing
 - Distinction between required and elective courses
 - Number of credits for the entire program, including general education (undergraduate program only)
- Consultant's CV (for state review only) (majors and graduate programs only)

Curricular phase: Materials (checklist, ARC form, all proposal documents) received by ARC: _____ (date)

C. Form for New Program Proposals



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

ARC Use Only:
 ARC #: _____
 Program ID: _____
 Status: _____
 (A=Approved, I=Information Item, R=Returned)
 Date rec'd by ARC: _____

Please submit the ORIGINAL 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): _____

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			
CIPL (if applicable)			

ARC Disposition:

- Information item only - no ARC approval necessary²¹
- 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: _____

²¹ Only applies to non-credit-bearing certificate programs

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	BoT	AIC
Program (major, concentration, minor, certificate) name change	X	X		X	X	X	X	X
Change in required 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 Steps (for Program Revisers)

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).

All forms are available separately on the ARC website, as electronically fill-in Word files, and as write-in pdf files.

B. Form for Program Revision Proposals



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

ARC Use Only:
 ARC #: _____
 Program ID: _____
 Status: _____
(A=Approved, I=Info item only, R=Returned)
 Date rec'vd by ARC: _____

Please submit the ORIGINAL 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 Title²²: _____

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

Proposal Date: _____ Effective Date: Fall 2015²³ Fall 2016

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
- Faculty Assembly approval not needed; ARC approves
- Faculty Assembly approval not needed; ARC does not approve
- 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: _____

²² If the request is to change the program title, enter the *current* title here

²³ Proposal must be received by ARC by October 15th 2014

X. Independent Study

Effective Fall 2012, in an effort to standardize the documentation for Independent Studies, please use the following “Independent Study Syllabus Template and Contract Form”.

A. Independent Study Syllabus Template

INDEPENDENT STUDY SYLLABUS TEMPLATE
RAMAPO COLLEGE OF NEW JERSEY
School of _____

Course Information

Course Subject Code:

Course Level: 100 _____ 200 _____ 300 _____ 400 _____

Course Title: Independent Study: _____

Credit Hours: _____

Semester and Year Offered: _____

Instructor Information

Instructor's Name and Title: _____

Office Location and phone number: _____

Office hours: _____

E-mail address: _____

Mailbox location: _____

School Office location: _____

School Office phone no.: _____

Generic Course Description for All Independent Studies

Limited opportunities to enroll for course work on an Independent Study basis are available. A student interested in this option should obtain an Independent Study Registration Form from the Registrar, have it completed by the instructor and school dean involved, and return it to the Registrar's Office. Consult the current Schedule of Classes for policies concerning Independent Study.

Customized Course Description for This Independent Study

[Describe this Independent Study.]

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.)

In addition to listing the outcomes in the first column, list the assignments and projects across the top row and, by using an ‘x,’ align the outcomes to the assignments and projects.]

Outcomes				

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.

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

Course Requirements

[List and describe all requirements along with the percentages or points they are worth.]

Independent Study Schedule

[List chronologically established meeting dates, times, and locations/medium, project/assignment due dates or milestones, and approximate amount of time that the student should spend on the independent study (daily or weekly) to complete any project or other assignments. The total amount of time should match the number indicated in the credit-and-contact-hour table in the independent study contract.]

Grading Policy/Scale

[Describe how you plan to determine the grade, and insert the grading scale.]

A	A-	B+	B	B-	C+	C	C-	D+	D	F

Attendance Policy

[Insert your attendance policy, if applicable]

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.

Either include the following items on the Syllabus, or include this link to the College-wide policies:
<http://www.ramapo.edu/fa/files/2013/04/College-Wide-Class-Policies1.docx>

Electronic Forms of Communication

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

Policy on Academic Integrity

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-2014-2015/academic-policies/>). 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 either required to meet with the faculty member (and in the event of a 'responsible' finding, reported to the Office of the Provost), or be referred to the Office of the Provost, which will adjudicate the matter.

- 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."

Notes: (1) 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](#)²⁴. The incident in your class may not be a student's first offense! (2) For faculty-adjudicated incidents, faculty determine the sanction. For suspected violations that are referred to the Provost's Office, the faculty member may *recommend* a sanction in the event of a 'responsible' finding, but the final sanction is determined by the entity that adjudicated the case.

Students with Disabilities

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.

B. Independent Study Contract Form

²⁴ <http://www.ramapo.edu/provost/files/2013/04/Academic-Integrity-Reporting-Provost-2014.pdf>



Ramapo College of New Jersey
Independent Study Contract

Student Information

Student Name: _____ R#: _____ E-mail address: _____

The student must attach a copy of his/her unofficial Banner transcript and a copy of the syllabus designed by the faculty supervisor.

Course/Semester Information

Semester of independent study: _____ fall _____ spring _____ summer Year: _____

Independent study discipline: _____ level: _____

Independent Study Faculty Supervisor: _____

Check the cell that corresponds to the appropriate number of credits for the independent based on hours needed to complete the project.

Table with 3 columns: credits, clock hours, and an empty column for selection. Rows show 1 credit (37.5), 2 credits (75), 3 credits (112.5), and 4 credits (150).

Pass/fail _____ Letter grade _____

The pass/fail option may be selected by the student for a total of four credits in any semester (fall, winter, spring, or summer) and for a total of no more than four out of each 12 credits earned for a grade. This option is available only for free-elective courses; courses fulfilling any requirement, including (but not limited to) general education, school core, major and/or minor requirements, are not eligible to be taken for P/F. A student who wishes the P/F option must submit the appropriate paperwork in CAAFYE by the posted deadline that semester.

Additional Questions

Previous study or experience with proposed project: _____

Resources, facilities, technology, and/or supplies necessary to complete the project: _____

Signatures

Student's signature: _____ Date: _____

Faculty Supervisor's signature: _____ Date: _____

Dean's signature: _____ Date: _____

Independent Study Procedures

- Students may not enroll in a regularly offered course during any semester, including summer, on an Independent Study basis, except under extraordinary circumstances and only with the specific written approval of the dean of the School to authorize this exception.
- Students may not enroll for more than FOUR (4) credits of Independent Study during any semester, including summer, without specific written approval of the dean of the School to authorize override of this. Extensive documentation will be required by any person requesting a waiver of this limit.
- The college career limit on Independent Study is four (4) courses, only two (2) of which may be in the student's major.
- Students on academic probation OR academic warning are INELIGIBLE for Independent Study (except in cases where the course is the requirement of a major).
- No Independent Study registrations will be accepted after the last day of add/drop as indicated in the academic calendar.

Dean's Checklist (as it appears on the Independent Study Registration Form)

- Semester limit (4 credits): _____
- Career limit (4 courses): _____
- Major limit (2 courses): _____
- Cumulative GPA > 2.0: _____
- Contract: _____

XI. 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.

XII. 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.
- 1.6 May 2012: Minor updates to WAC descriptions, syllabus template / checklist. Addition of Certificate Programs information. Incorporation of revisions of, or new, Academic Affairs policies/procedures (Course capacities, certificate programs, independent study forms)
- 1.7 May 2013: Minor updates to syllabus template/checklist.
- 1.8 May 2014: Remove faculty course level guidelines (which can be found in archived versions of the manual); clarify New Program Proposal Process and add checklist for New Program Proposals; streamline instructions for Course and Program proposals by moving the post-submission information into Appendices.

Appendices – Checklists Used by the ARC

1. Course Request Steps (for ARC)

Request	Convener(s)	Dean(s)	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		

1. 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.
2. At an ARC meeting, the subcommittee makes a recommendation to the full committee.
3. The ARC reviews the course proposal. If additional information is required, the School ARC representative requests the information from the responsible party or parties.
4. 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.
5. If the course proposal is not approved, it is referred back to the responsible party or parties through the School ARC representative.
6. If the course proposal is approved, the Chair of ARC notifies, by e-mail, the following:
 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. Director of the Graduate Program (if it is a graduate-level course)
 8. Chair of the Graduate Directors' Committee (if it is a graduate-level course)
 9. Dean(s)
 10. Registrar
 11. CAAFYE representative to ARC
 12. Vice Provost for Curriculum and Assessment
 13. Provost

7. The Chair of ARC delivers the original copy of ARC-approved course proposal to the Provost for approval in a timely manner.
8. 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

2. New Program Proposal Steps (for ARC)

1. Verify all signatures are present (convener, Dean, unit curriculum committee, graduate council chair (if applicable), CIPL (if applicable))
2. Upon receipt by the ARC Chair, information copies will be forwarded to:
 - a. Faculty Assembly (FA) President
 - b. Deans' Council (DC)
 - c. Provost
 - d. President
 - e. Other designated interested parties.
3. ARC votes to approve or not approve the proposal (except in the case of a non-credit bearing certificate, for which ARC will provide comments only).

Request	Convening group	Unit Council	Dean	Graduate Council	ARC	Faculty Assembly	Provost	BoT	AIC
New undergraduate major	D	D	D		D	D	D	D	D
New undergraduate minor or concentration	D	D	D		D	D	D	D	I
New graduate program	D	D	D	D	D	D	D	D	D
New credit-bearing certificate*	D	D	D	(D) ²⁵	D	D	D	D	I
New non-credit-bearing certificate*	I	I	I	I	I	I	D	D	I

4. The Chair of ARC notifies, by email, the following:
 - a. Originators of the Program Proposal

* Certificates may be credit-bearing packages of existing courses, non-credit-bearing packages of learning experiences, or packages combining credit-bearing courses and non-credit-bearing learning experiences. For definitions of certificate programs, and procedures to create them, see [Academic Affairs Procedure 300-V](#)

²⁵ Graduate Council approval only required for graduate-level certificate programs

- 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
5. 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.
 6. 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
 7. The Provost may/will review recommendations from the Dean’s Council before rendering a decision.
 8. If the program is approved by the Provost, it is presented to the Board of Trustees for final on-campus approval.
 9. 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.

3. Program Revision Steps (for ARC)

1. Verify all signatures are present (convener, Dean, unit curriculum committee, graduate council chair (if applicable))
2. If the revision is an informational item (see table below), 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.

Request	Convener	Dean	ARC-Info Item	ARC-approval	Provost	Faculty Assembly	BoT	AIC

Program (major, concentration, minor, certificate) name change	X	X		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			

3. 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
4. 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.
5. 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)
6. 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.

4. Writing Intensive Courses: Checklist (for WAC)²⁶

For requests to add WI status to a course, ARC requests that WAC ensure the following items are on a syllabus before forwarding it to ARC.

- Statement regarding feedback and/or revisions to assignments
- Grading guidance for the writing assignments and revisions are clearly stated
- Location of writing tutors / assistance (Center for Reading and Writing (CRW), Room: L-211, x7557, crw@ramapo.edu)

For the above two items, the following statement could be used: *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: L-211, x7557, crw@ramapo.edu.*

- Reference to CRWT 102 as a prerequisite
- Writing assignments fulfill the WI policy of the appropriate school/convening group

²⁶ Checklist developed by WAC