 *Academic Review Committee*

**Academic and Curricular**

**Guidelines Manual**

**2019-2020**

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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 thankthe 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), Emily Williams (Vice Provost for Curriculum and Assessment) and Michelle Johnson (Center for Student Success) currently ex-officio members.

Dr. Jacqueline Braun

Chair, ARC 2019-2020

# 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 that 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.

**Current GE 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]](#footnote-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 currently fulfill each of the General Education Program categories, please refer to the General Education Program section on the College website.

**GENERAL EDUCATION PROGRAM**

The current *General Education Program* has four learning goals, each with four learning objectives:

Goal: Explore the world – investigate human cultures and the natural world.

* Critically engage with the products of culture, through interpretation or creative expression.
* Critically interpret history and society.
* Apply methods of scientific inquiry effectively.
* Apply mathematical concepts effectively.

**Goal: Engage the world – think critically and convey new understanding.**

* Demonstrate logic and reasoning skills.
* Write effectively in scholarly and creative contexts.
* Speak effectively in scholarly and creative contexts.
* Develop the skills necessary to locate, evaluate, and employ information effectively.
* Use technology to communicate information, manage information*,* or solve problems.

Goal: Experience your world – integrate and apply your new learning.

* Apply disciplinary and interdisciplinary knowledge and skills to address complex problems.
* Practice reflective inter/intra-personal skills.
* Participate in an engaged, experiential activity that connects the course to real world settings

Goal: Expand our world –develop compassion and ethical understanding across cultures and become an engaged global citizen.

* Understand diverse communities on local, national, and/or global levels.
* Analyze ethical implications of the global distribution of power and resources.
* Question assumptions about individual and group identity.
* Demonstrate intercultural understanding required to effectively negotiate a diverse global society.

The current *General-Education Program* consists of the following Keystone categories:

* First Year Seminar
* Critical Reading and Writing 102
* Studies in Arts and Humanities
* Social Science Inquiry
* Quantitative Reasoning
* Scientific Reasoning
* Historical Perspectives
* Global Awareness

In addition, there are three Distribution Categories:

* Culture and Creativity
* Values and Ethics
* Systems, Sustainability and Societ

**General Education Curriculum Map**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| General Education Goals | General Education Objectives | FYS | CRWT | SIAH | HP | GA | SSI | QR | SR | CC | VE | SSS |
| Explore the world: Investigate human cultures and the natural world | Critically engage with the products of culture, through interpretation or creative expression. |  |  | X |  | X |  |  |  | X |  |  |
| Critically interpret history and society |  |  |  | X |  | X |  |  | X |  |  |
| Apply methods of scientific inquiry effectively |  |  |  |  |  |  |  | X |  |  | X |
| Apply mathematical concepts effectively |  |  |  |  |  | X | X |  |  |  |  |
| Engage the world: think critically and convey new understanding | Demonstrate logic and reasoning skills |  | X |  |  |  |  | X | X | X | X | X |
| Write effectively in scholarly and creative contexts |  | X | X |  |  |  |  |  |  |  |  |
| Speak effectively in scholarly and creative contexts | X |  |  |  |  |  |  |  |  |  |  |
| Develop the skills necessary to locate, evaluate, and employ information effectively | X | X | X |  |  |  |  |  |  |  |  |
| Use technology to communicate information, manage information, or solve problems | X |  |  |  |  |  | X |  |  |  |  |
| Experience your world: integrate and apply your new learning | Apply disciplinary and interdisciplinary knowledge and skills to address complex problems |  |  | X |  |  |  | X | X |  |  |  |
| Practice reflective inter/intra-personal skills |  | X |  |  |  |  |  |  |  | X |  |
| Participate in an engaged, experiential activity that connects the course to real world settings | X |  | X |  |  | X |  |  |  |  |  |
| Expand our world: develop compassion and ethical understanding across cultures and become an engaged global citizen | Understand diverse communities on local, national, and/or global levels | X |  |  | X | X |  |  |  |  |  |  |
| Analyze ethical implications of the global distribution of power and resources |  |  |  | X |  | X |  |  |  | X | X |
| Question assumptions about individual and group identity |  |  |  | X |  | X |  |  | X | X |  |
| Demonstrate intercultural understanding required to effectively negotiate a diverse global society |  |  |  |  | X |  |  |  |  |  |  |

FYS (INTD 101: First Year Seminar), CRWT (CRWT 102: Critical Reading and Writing II), SIAH (AIID 201: Studies in Arts and Humanities), HP (Historical Perspectives Category), SSI (SOSC 110: Social Science Inquiry), QR (Quantitative Reasoning Category), CC (Culture and Creativity Category), VE (Values and Ethics Category), SSS (Systems, Sustainability, and Society Category).

**Submitting Courses to be added to General Education Program**

In addition to the standard ARC form and course syllabi, *additional* materials are required by GECCo in order to submit a course to the new gen-ed program[[2]](#footnote-2).

The important additions are:

1. **A cover letter**: provide a brief rationale for why the course meets the criteria of a Gen Ed course (course objectives, outcomes and course content) and how the will course reflect the conceptual framework, objectives, outcomes of the Gen Ed curriculum.

2. GECCo requires syllabi to include GE objectives, outcomes and a matrix (or bullet points) showing how assignments would meet objectives and outcomes.

# Please note that for most of these categories, GECCo has created a checklist that will help in preparing the materials for submission. Please contact the relevant GECCo rep for additional information.

# Upon submission of the new course materials, GECCo will first review the General-Education component of the course. Once accepted, it will then forward them directly to ARC for complete review. *As such, course materials for new Gen-Ed courses should be submitted directly to the appropriate GECCo rep*.

# Additional information regarding the New General Education Program can be found on the Provost’s website under Curriculum and Assessment ([www.ramapo.edu/provost/ce-resources](http://www.ramapo.edu/provost/ce-resources)). Under the General Education Curriculum button, in the New Curriculum section, is a [Criteria for General Education Courses](http://www.ramapo.edu/provost/files/2013/04/FAEC-and-DC-Agreement-5-11-16.docx) document, which is also given below:

**General Education Governance Group**[[3]](#footnote-3)

 **Criteria for General Education Courses**

In December 2015, the Ramapo faculty recommended approval of the Archway General Education Program (A+GE). The Provost accepted that recommendation from Faculty Assembly. Both FAEC and DC recognize that if the revised general education curriculum is to meet the needs of Ramapo College students, then A+GE must be guided by a series of criteria for course inclusion and for scheduling of A+GE courses. Following a series of joint meetings, DC and FAEC have reached agreement on criteria for course inclusion in the Distribution Categories, information necessary for the review of potential general education courses, and criteria to be used in the scheduling of A+GE courses.

**Criteria for course inclusion in the Distribution Categories**

To provide a rigorous assessment of courses submitted for inclusion in one of the three Distribution Categories (Creativity and Culture; Values and Ethics; and Systems, Sustainability, and Society) of the A+GE and to ensure the ability to assess the student learning outcomes and to close the loop on these assessment in all courses included within each category, the following criteria will be applied.

All courses submitted and approved for inclusion in one of the Distribution Categories will:

1. be at the 200 level with rare instances of 300 level courses being approved[[4]](#footnote-4);
2. build on the appropriate Keystone Experiences that share common goals and objectives[[5]](#footnote-5) with their Distribution Category;
3. NOT be designated as writing intensive; and
4. NOT require prerequisites outside the Keystone Experiences;

Courses may be approved for inclusion in only one Distribution Category.

**Criteria for course inclusion in the A+GE program (all courses/categories)**

All courses submitted and approved for inclusion in the A+GE program will:

1. focus the majority of the course content on the prescribed A+GE content and the associated goals, objectives and student learning outcomes, as found in the GETF II report[[6]](#footnote-6);
2. address all the associated A+GE goals, objectives and outcomes for their Distribution Category;
3. include a syllabus showing the alignment of the appropriate A+GE outcomes with the course learning experiences and assessments; and
4. be able to be offered at least once annually.

**Materials to be submitted to ARC within all proposals for a course to be included within A+GE**

Faculty members submitting courses (using a GECCo developed checklist which includes the items listed above) will also provide the following:

1. a rationale for inclusion of this course in the A+GE program;
2. a statement of agreement to participate in all assessment activities and all closing of the loop activities related to the objectives within the Keystone Experience or Distribution Category to which the course is to be assigned;
3. an estimate of the number of sections that could and would be offered each fall and spring semester, by full-time faculty and adjuncts;
4. a listing of all major and minor programs and/or school cores for which this courses may be counted towards satisfying requirements; and
5. when the proposed course also meets requirements in other programs, an estimate of the number of students who will use the course for these other requirements each year; and
6. all other items currently required by ARC including Convener’s and Dean’s approval of the proposal to be included in the Keystone Experience or Distribution Category and the estimate of number of sections.

A course may count towards only one Keystone Experience OR is accepted as fulfilling requirements for only one Distribution Category. However, major and minor program requirements may include (double count) up to two courses from the A+GE Keystone Requirements and Distribution Categories. An individual student may not count a course for more than two requirements across A+GE, major program(s), minor(s) and school core.

The number of courses accepted for fulfilling the requirements of Keystone Experiences or Distribution Categories must not exceed a number beyond which GECCo can effectively manage a systematic, reliable assessment process, including, but not limited to, identifying loop-closing measures and determining if those measures were in fact implemented and had the desired effects.

**Criteria for scheduling**

Deans will apply the following principles to scheduling of A+GE courses:

1. The appropriate number of courses & sections are scheduled based on determination by DC of the number of seats need for A+GE.
2. Priority is given to courses and sections taught by full-time faculty.
3. Minimum enrollment for all A+GE sections is 15.
4. A+GE designation may be renewed after X years[[7]](#footnote-7). Deans do not schedule courses that have not been renewed, have been cancelled two times for under enrollment, or have not been offered within this period.

Information on scheduling and enrollment (including the items listed in #4 above) will be provided to GECCo for inclusion in their periodic review of courses.

These criteria will be reviewed & assessed in January 2017 and every three (3) years thereafter by the GE Governance group and GECCo.

**III. Writing Across the Curriculum (WAC) Program**

The Writing Across the Curriculum (WAC) program was revised for Fall 2011[[8]](#footnote-8) and has two tiers: (1) WAC in the General Education and (2) WAC in the Schools. WAC in the General Education consists of two Writing Intensive (WI) courses: (1) Critical Reading and Writing II[[9]](#footnote-9) and (2) Studies in the Arts and 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, located in Room 211 Linden Hall, x7557, crw@ramapo.edu. The professional staff offices are in Linden 204 A & B and Linden 210 A & B.

**WAC in the General Education**

WAC in Gen Ed is comprised of two courses: Critical Reading & Writing II and Studies in the Arts and Humanities. Each of these courses has distinct goals and learning outcomes for student writing, but they are designed to overlap and reinforce one another. The overarching writing guidelines for these three courses are:

1. The course will emphasize the process of writing, including prewriting and revision.
2. Faculty will provide students with multiple writing assignments.
3. As a course requirement, students in *Critical Reading and Writing II* will revise selected writing in multiple draft forms after receiving feedback from the instructor.
4. Students in *Studies in the Arts and Humanities* will have the opportunity to revise selected writing in multiple draft forms after receiving feedback from the instructor.
5. Students will be expected to write at least 10 pages over the course of the semester.

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 Writing Intensive (WI) courses. These guidelines are approved by the faculty of the respective schools or convening groups as well as the WAC committee. The school representatives to WAC are charged with steering this process and facilitating the WAC committee’s review process and recommendations.

Each major or program in the schools will determine the writing objectives and learning outcomes for their major and designate at least three courses covering multiple course levels. Schools can utilize school core courses for these designations where appropriate. In addition to a coherent design of multi-level courses, the WAC committee recommends that courses included in the WAC in the Schools program follow these guidelines:

1. The course will emphasize the process of writing, including prewriting and revision.
2. Faculty will provide students with multiple writing assignments.
3. Students will be encouraged to revise their writing in multiple draft forms after receiving feedback from the instructor.

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

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 consultant in The Center for Reading and Writing, located in Room  211 Linden Hall, x7557, crw@ramapo.edu. The professional staff offices are in Linden 204 A & B and Linden 210 A & B.

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:

Ed Shannon

Chair, WAC Committee

Phone: 201-684-7425

B207

eshannon@ramapo.edu

*Please also include an overview of the writing assignments in this course if not provided elsewhere in the syllabus.* **IV. Course Level Guidelines[[10]](#footnote-10)**

**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.

# V. Course Enrollment Guidelines

Guidelines were developed by the Ramapo College faculty[[11]](#footnote-11) 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](http://ww2.ramapo.edu/libfiles/Provost2/Policy%20-%20300-Z%20-%20Minimum-Maximum%20Course%20Enrollment%20-%204-2-12.doc) / [Procedure](http://ww2.ramapo.edu/libfiles/Provost2/Procedures%20-%20300-Z-Min-Max%20Course%20Enr.doc) 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](http://ww2.ramapo.edu/libfiles/Provost2/Procedures%20-%20300-Z-Min-Max%20Course%20Enr.doc))

# VI. Course Enrichment Component

As of Fall 2015, Course Enrichment Component (CEC) is no longer required. Faculty may still elect to include a CEC-type activity that is graded and well-integrated within the course learning goals and outcomes.

# 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 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 package[[12]](#footnote-12):

1. An *Academic Review Committee (ARC) Course Request Form*
2. A completed *Course Syllabus Guidelines Checklist*
3. A course syllabuswhich 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\*

\* If the course is to be considered for the new gen-ed program, relevant additional material described in Section II must also be included.

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) | WAC | Dean(s) | GECCo | ARC | Provost |
|  |  |  |  |  |  |  |
| New Course | **X** | **X\*** | **X** | **X\*\*** | **X** | **X** |
| \*If new course requires WI designation |  |  |  |  |  |  |
| \*\* If course is part of new Gen-ED |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **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** | **X** |
| Gen Ed category change | **X** |  | **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.

1. 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 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. The course syllabus constitutes an institutional agreement between the instructor and the students. Please make sure your proposal includes all relevant items as indicated below. This checklist represents the syllabus standard established by the faculty.

**Course Information**

College and School Names

Course Level (or Course Number, if known) Course Title, Credit Hours

Prerequisites and/or Co-requisites, if any

Semester and Year Offered

Class Meeting Day(s) and Time

If the course is cross-listed, a student chooses which section (i.e. subject code) they register for. Both course numbers should be listed on the syllabus. Also see note under “Course Description” below.

**Instructor Information**

Name, Title

Office Location and Telephone Number

E-mail Address

Office Hours (Must show a minimum of three hours)

Mailbox Location, School Office Location and Telephone Number

**Course Description**

Include a course description that provides an overview of the course. This is the description that will appear 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)*.

**Student Learning Outcomes**

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

**Texts, Readings, Materials**

List *all* required readings in the documentation format (e.g., MLA, APA, Chicago) most appropriate for your discipline. Refer to the *Sample Course Syllabus Template* for format examples.

Include Required Readings/Texts – with sufficient bibliographic information to locate the source – and Required Readings on Library Reserve, where applicable, with full bibliographic citations.

**Course Requirements**

List course requirements with due dates, which could include:

* Tests
* Assignments
* Projects
* Term paper
* Class participation

**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. Include the GE statement/description and GE outcome(s) (see http://www.ramapo.edu/fa/files/2013/04/Gen-Ed-SLOs-CurriculumMap.doc)

**Writing Intensive (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: LC-420, 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 already included under ‘Course Requirements’), 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.*]
* Note that CRWT 102 is a prerequisite for all WI courses (except CRWT 102)

**Weekly Class Schedule**

For each class meeting, indicate required reading and any assignments. Also, indicate when assignments are due and how the final exam time will be utilized. For credit hour requirements by course type (lecture, lab, studio, etc.), please consult the policy at <https://www.ramapo.edu/provost/policy/credit-hours/>

**Grading Policy**

Include the grading scale, and indicate the percentage of a course grade allocated to each component of the course. [Tests can not be scheduled on religious holidays; please ensure that any additional policies for your classes do not conflict with College policy!]

**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:

A student who plans to miss one or more class sessions for religious observance, whether the religious holiday is recognized by the State of New Jersey or not, must notify the course instructor as soon as possible but no later than prior to the date of the religious holiday or the 50% refund date of the term in which the student is enrolled in the course (whichever comes first). The course instructor will not penalize the student for the absence and will allow the student to make up any work missed while absent for religious observance. Ultimately, it is the student’s responsibility to complete the work by the date agreed upon by the instructor and the student.

**College Policies**

**For additional College policies, *either* include (1) a link to the College-wide policies - OR - (2) include all of the statements on the syllabus.**

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 <https://www.ramapo.edu/fa/arc/college-wide-policies-courses>

If you include the link, do not include the following.

If you are going to include the statements in the syllabus, see the following:

**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.

**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-2017-2018/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 either be 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 should be changed to read, “Students who are suspected of violating this policy will be referred to the Office of the Provost.”

**Students with Disabilities**

Include this heading and a statement consistent with 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 template is provided as a guide only. Faculty should feel free to change the formatting, wording, and other elements to suit their needs, so long as it conforms to the syllabus guidelines and is consistent with College policy. Please refer to the Syllabus Checklist.**

**RAMAPO COLLEGE OF NEW JERSEY**

**School of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Course Information Instructor Information**

Course Number, Course Title, Credit Hours Instructor's Name, Title

Prerequisites and/or Co-requisites *(see course level guidelines)* Office Location & Phone No.

Semester & Year Offered Office Hours

Class Meeting Day(s), Time, location 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](http://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.) 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 |
| Outcome 1: students will … | X | X |  |  |
| Outcome 2: students will … |  | X | X | X |

**Texts,**

**Readings, Materials**

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

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

Chicago Good, Thomas L., and Jere E. Brophy. *Looking in Classrooms*. 9th ed. Boston: Allyn & 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.

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]](#footnote-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 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:

A student who plans to miss one or more class sessions for religious observance, whether the religious holiday is recognized by the State of New Jersey or not, must notify the course instructor as soon as possible but no later than prior to the date of the religious holiday or the 50% refund date of the term in which the student is enrolled in the course (whichever comes first). The course instructor will not penalize the student for the absence and will allow the student to make up any work missed while absent for religious observance. Ultimately, it is the student’s responsibility to complete the work by the dated agreed upon by the instructor and the student.

***Either include the following items on the Syllabus, or include this link to the College-wide policies:***

https://www.ramapo.edu/fa/arc/college-wide-policies-courses

**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-2017-2018/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](http://www.ramapo.edu/provost/files/2013/04/Academic-Integrity-Reporting-Provost-2014.pdf)[[14]](#footnote-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:

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 for New Courses / First Time Pilot / Course Revision***

Proposals must be received by ***OCTOBER 15th 2022 for the 2023-2024 academic year (Summer/Fall 2023, Winter/Spring 2024).*** Please submit the SIGNED ORIGINAL of the full package, which includes this request form, the course syllabus, checklist, supporting documents, and an electronic copy of the syllabus, to your ARC representative. Also include one printout of the current catalog program requirements showing how the course fits in the program.

FACULTY NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SCHOOL\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

FACULTY EMAIL:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_CONVENING GROUP\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ANTICIPATED FIRST SEMESTER:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **IF THIS IS A NEW COURSE / FIRST-TIME PILOT**

COURSE DISCIPLINE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

CROSS LISTED WITH:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

COURSE LEVEL: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ # CREDITS:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

FULL COURSE TITLE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

30 CHARACTER TITLE: \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

PREREQUISITE COURSES (Please specify “and,” “or”):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

RESTRICTIONS:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (Ex: Jr. Status; LITR Major Only)

CO-REQUISITES (if any): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

COURSE FEES: NO\_\_\_\_\_\_ YES\_\_\_\_\_(Please specify type/amount)\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Specify requirements this course will fulfill (for Degree Evaluation & Catalog):**

* School Core:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Yes\_\_\_\_\_\_\_\_\_\_\_ No\_\_\_\_\_\_\_\_\_\_\_
* Writing Intensive [Chair of Writing Across the Curriculum (WAC) Committee signature required]
* Study Abroad (Chair of Study Abroad Committee signature required)
* Major/Concentration:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Category:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Minor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Category:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Primary Instructor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**IF THIS IS A COURSE REVISION**

CURRENT COURSE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DISCIPLINE CHANGE: FROM\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_TO\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

CROSS LISTING CHANGE: ADD SUBJECT CODE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 DROP SUBJECT CODE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

LEVEL CHANGE: FROM:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ TO:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

TITLE CHANGE TO:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

30 CHARACTER TITLE: \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

COURSE DESCRIPTION CHANGE: YES \*\_\_\_\_\_\_\_\_\_\_\_\_\_\_ NO\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \*(Attach both {old and new} descriptions)

MAJOR CONTENT CHANGE: (describe separately)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NEW COURSE NUMBER: YES\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ NO\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PREREQUISITE CHANGE: (Please specify “and” “or”)

FROM\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ TO\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

RESTRICTION CHANGE: FROM:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 TO:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

COREQUISITE CHANGE: FROM:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 TO:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

FEE CHANGE: (Specify type/amount)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***(Course Revisions: Only complete this section for changes being made.)***

School Core:\_\_\_\_\_\_\_\_\_\_\_ Subcategory:\_\_\_\_\_\_\_\_\_\_\_ Type:\_\_\_\_\_\_\_\_\_

Writing Intensive: YES\_\_\_\_\_ NO\_\_\_\_ Study Abroad: YES\_\_\_\_\_ NO\_\_\_\_

 Discuss WI & Study Abroad changes with your ARC representative.

Major/Concentration:\_\_\_\_\_\_\_\_\_\_\_ Subcategory:\_\_\_\_\_\_\_\_\_ Type:\_\_\_\_\_\_\_\_

Minor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Subcategory:\_\_\_\_\_\_\_\_\_\_\_\_ Type:\_\_\_\_\_\_\_\_\_\_\_

Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Is this course designed to be part of the new General Education Program: YES\_\_\_\_\_\_\_\_\_ NO\_\_\_\_\_\_\_\_\_. If YES, state the category

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**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 |  |  |  |

**If course is part of the new General Education program**

|  |  |  |  |
| --- | --- | --- | --- |
| GECCo Chair |  |  |  |

***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:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*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— undergraduate major, undergraduate minor, concentration (undergraduate and graduate), graduate degree program, and certificate (credit- and non-credit bearing)—moves through two major phases in the approval process: a feasibility phase and a curricular phase (internal and external). The table below summarizes the bodies and individuals who must approve new programs:

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  | **D** | **D** | **D** |  | **D** | **D** | **D** | **D** | **I** |
| New undergraduate concentration  | **D** | **D** | **D** |  | **D** | **D** | **D** | **D** | **I** |
| New graduate concentration | **D** | **D** | **D** | **D** | **D** | **D** | **D** | **D** | **I** |
| New graduate degree program | **D** | **D** | **D** | **D** | **D** | **D** | **D** | **D** | **D** |
| New credit-bearing certificate[[15]](#footnote-15)\* | **D** | **D** | **D** | **(D)[[16]](#footnote-16)** | **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**

1. Develop the proposal.

The originator of the new program (usually a faculty member, convener, or program director) prepares the new program proposal, which includes all of the items in the checklist (B below), in consultation with the faculty in the convening group and the dean.

1. Share the proposal. Except for certificates provided by through a third-party vendor and with no school affiliation, the originator shares the proposal with the relevant convening group, unit curriculum committee, unit council, and dean for feedback.
2. Submit the proposal.
3. All new programs. The Dean submits the proposal along with the checklist (B below) 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**

Internal Approval

1. Consult with the Vice Provost.

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

1. Prepare the proposal, which includes the following:
* All of the components of the proposal used in the feasibility phase along with all of the components listed in the checklist (B below) for the curricular phase. The originator should consult with the Vice Provost on the appropriate order of these elements for the final proposal that will be submitted to the State.
* The Provost’s comments on the proposal at the feasibility stage.
* The checklist (B below) with the Provost’s signature.
* The ARC New Program Request Form
1. The originator submits the full proposal package to the following groups or individuals for review and/or approval in this order and ensures that the ARC form is signed at each stage:
	1. Convening Group (if a convening group for the program exists)
	2. Unit Curriculum Committee (if one exists)
	3. Unit Council
	4. Dean of the program’s home school
	5. CIPL (for certificate programs)
	6. Graduate Council (for graduate programs)
	7. ARC via the school’s ARC representative (submit both hard and electronic forms)
	8. Faculty Assembly
	9. Provost
	10. President’s Cabinet (in the case of a new undergraduate major or a new graduate degree program)
	11. Board of Trustees after recommendation from the Academic and Student Affairs Committee

External Approval

Once the Board of Trustees approves the program, the Vice Provost notifies the Academic Issues Committee (AIC) of the New Jersey President’s Council (NJPC) of a new certificate program (other than one offered through a third-party vendor), a new minor, or a new concentration (undergraduate and graduate) as an information item only.

In the case of a new undergraduate major or a new graduate degree program, the Vice Provost follows these steps as outlined in the AIC Manual (<http://njpc.org/documents/2014-15-aic-manual>):

* The Vice Provost submits the proposal to the New Jersey President’s Council 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.
* The consultant visits campus and issues a report. The AIC Manual indicates the issues that the consultant must address.
* The Vice Provost works with the Dean and/or convener/program director 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>.

**Proposal Preparation for New Degree Programs**

**Units that are submitting proposals to ARC for new degree programs or converting an option or concentration to full program status should prepare them in this order and with this level of detail.**

**This is the format required by AIC/NJPC, and it will streamline the Program Announcement preparation process after ARC approval.**

1) Objectives. Briefly summarize the program and indicate its objectives, e.g., the nature and focus of the program, the knowledge and skills students will acquire, any cooperative arrangements with other institutions or external agencies in offering the program. • State whether the proposed program exceeds the programmatic mission of the institution.

2) Evaluation and Learning Outcomes Assessment Plan for the program. Evidence should be provided that appropriate evaluation and learning outcomes assessment plans are in place to measure the effectiveness of the program. Present a concrete plan for evaluating the program in terms of curricular design, student achievement, program success, and stakeholder satisfaction. Describe who is responsible for oversight of the assessment and evaluation, including collection, analysis, and use of results to improve the curriculum. In the case of accredited programs, an explanation of how accreditation standards and processes inform the assessment plan should be provided.

Elements of the evaluation and assessment plan may include the following:

 Program goals or objectives (broad statements of the purpose of the program in terms of what students will be prepared to do with the credential)  Student learning goals (more specific statements of how the program is designed to deliver the program goals and what students will learn)  Student learning outcomes (specific statements of how students will demonstrate their achievement of the student learning goals)  Map of the curriculum identifying courses and other learning experiences designed to deliver the intended student learning outcomes  Student learning outcomes assessment methods or tools (direct measures of student learning such as exams, term papers, projects, practicums, standardized assessments, benchmarks, portfolios, etc.; indirect measures such as reflections, surveys)  Program evaluation methods or tools (surveys, focus groups, job placement data, etc. that will measure student and employer satisfaction; program success data, including enrollment and completion rates, admission to graduate programs, job placement data, student participation in conferences, etc.)  Mechanisms to support the sustainability of assessment and evaluation processes (oversight and cycles for reporting, including department or college processes; institutional reporting requirements; and accreditation if applicable)

The learning outcomes plan should be shown in the form of a table.

3) Relationship of the program to institutional strategic plan and its effect on other programs at the same institution.

4) Need. Provide justification of the need for this program. a) If the program falls within the liberal arts and sciences and does not specifically prepare students for a career, provide evidence of student demand and indicate opportunities for students to pursue advanced study (if the degree is not terminal with regard to further education). b) If the program is career-oriented or professional in nature, provide evidence of student demand, labor market need, and results of prospective employer surveys. Report labor market need as appropriate on local, regional, and national bases. Specify job titles and entry-level positions for program graduates, and/or indicate opportunities for graduates to pursue additional studies. c) Describe the relationship of the program to institutional master plans and priorities. d) List similar programs within the state and in neighboring states and compare this program with those currently being offered. e) For doctoral programs only, supply a select list of distinguished programs nationally in this discipline.

5) Students. Estimate anticipated enrollments from the program's inception until a steady state or optimum enrollment is reached.

6) Program Resources. Briefly describe the additional resources needed to implement and operate the program during the program's first five years, e.g., the number of full-time faculty, number of adjunct faculty, computer equipment, print and non-print material.

7) Degree Requirements. Provide an outline of the curriculum, including a list of the proposed courses and credits per course. Indicate the total number of credits in the degree program and, for undergraduate programs, the number of general education credits.



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

## B. Checklists for New Program Proposals

Submit the following items along with these checklists. 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 that are credit-bearing will also need an ARC form.

##

**Proposals for New Programs: Feasibility Phase Checklist (Provost)**

Submit the following items, along with this checklist, to the Provost *before* the final document is submitted to ARC. In order to expedite the process, this should be done much earlier than the October 15 deadline. ARC cannot review any new program without first obtaining the Provost’s signature on 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. Credit-bearing certificates they will also need an ARC form.

**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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Proposals for New Programs: Curricular Phase Checklist (ARC)**

To be submitted to ARC after the Provost signs off on the feasibility phase

1. **Objectives:**

[ ]  Program summary, objectives, and cooperative arrangements (if any)

1. **Evaluation and Learning Outcomes Plan:**

[ ]  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 (Curriculum Map)

1. **Relationship of the Program to Institutional Strategic Plan:**

[ ]  Program’s relationship to:

 [ ]  College’s mission (check those that apply)

 [ ]  Interdisciplinary learning [ ]  Diversity/Inclusiveness

 [ ]  Experiential learning [ ]  Sustainability

 [ ]  International understanding [ ]  Student engagement

 [ ]  Intercultural understanding [ ]  Community involvement

 [ ]  College’s Strategic Plan

 [ ]  School’s mission and/or goals

[ ]  Program’s impact on the College’s other programs, including the undergraduate curriculum if the proposed program is a graduate program

1. **Program 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.

[ ]  Comparison with similar programs in the State and neighboring states

1. **Students:**

 [ ]  Program’s anticipated enrollment from launch to optimal level

1. **Program Resources:**

[ ]  Additional resources needed for the first five years

[ ]  Program budget (graduate program only)

1. **Degree Requirements:**

[ ]  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)

## C. Form for New Program Proposals

**

*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 necessary[[17]](#footnote-17)

 [ ]  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:\_\_\_\_\_\_\_\_\_\_\_

# 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:
	1. An *Academic Review Committee (ARC) Program Revision Request Form*
	2. Supporting materials documenting the requested changes

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

1. The convener submits the package, completed in step 1, to the following groups for review and approval:
	1. Convening Group (CG)
	2. School Curriculum Committee (CC) (for Schools that have such a committee)
	3. Unit Council (UC)
	4. Dean of the program’s home school
	5. Graduate Council (for graduate programs)
2. 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

**

*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[[18]](#footnote-18): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Convening Group(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Proposal Date:\_\_\_\_\_\_\_\_\_\_\_\_ Effective Date: [ ]  Fall 2023[[19]](#footnote-19)\_\_ [ ]  Fall 2024

*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:\_\_\_\_\_\_\_\_\_\_\_

# 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](http://www.ramapo.edu/provost/files/2013/04/Academic-Integrity-Reporting-Provost-2014.pdf)[[20]](#footnote-20). 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

**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.

|  |  |  |
| --- | --- | --- |
| credits | clock hours |  |
| 1 | 37.5 |  |
| 2 | 75 |  |
| 3 | 112.5 |  |
| 4 | 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 CMFYE 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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Graduate Program Director’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dean's signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Independent Study Procedures

* Undergraduate students may not enroll for more than FOUR (4) credits of Independent Study during any semester, including summer or winter.
* Normally, undergraduate students may not exceed eight credits of Independent Study over the course of a student’s career.
* Graduate students may apply one course or up to six (6) credits of independent study towards graduation requirements with the permission of the program director.
* Students on academic probation or academic warning are ineligible for Independent Study.
* Students may not take an Independent Study for a course that is offered within the regular schedule for that semester.
* Independent Study registrations will not be accepted after the last day of add/drop as indicated in the academic calendar.
* Students may appeal the provisions in this policy to the dean sponsoring the independent study course.

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

• Semester limit (4 credits): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

• Career limit (8 credits ): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

• 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.

1.9 May 2015: Updates to New Program Proposal Process; Updates to CEC (CEC not required for all courses); Update to New Course Proposal Form

1.10 August 2015: Added Title IX optional statement to sample syllabus

1.11 August 2016: Added New General Education Categories and Curriculum Map, Removed CEC description from VI.

1.12 August 2017: Updated Religious Observance Statement

1.13 Removed reference to the OLD General Education Program

1.14 Removed reference to CIPL

1.15 Reformatted the New Program Checklists to better fit the State of NJ requirements. Added instructions related to this, and increased the separation between the Feasibility and Curricular phases of the process

# 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:
	1. Faculty Assembly (FA) President
	2. Deans’ Council (DC)
	3. Provost
	4. President
	5. 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[[21]](#footnote-21)\* | **D** | **D** | **D** | **(D)[[22]](#footnote-22)** | **D** | **D** | **D** | **D** | **I** |
| New non-credit-bearing certificate\* | **I** | **I** | **I** | **I** | **I** | **I** | **D** | **D** | **I** |

1. The Chair of ARC notifies, by email, the following:
	1. Originators of the Program Proposal
	2. Convening Group (CG) (if a convening group exists) and Graduate Council (if it is a graduate program)
	3. Dean
	4. Faculty Assembly (FA) President & Faculty Advisory Council (FAC)
	5. Provost
	6. President
	7. Other designated interested parties
2. 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.
3. 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:
	1. Program Proposal Request Package
	2. Recommendation made by the Faculty Assembly (FA)
	3. Faculty Assembly (FA) minutes
4. The Provost may/will review recommendations from the Dean’s Council before rendering a decision.
5. If the program is approved by the Provost, it is presented to the Board of Trustees for final on-campus approval.
6. 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).
	1. 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.
	2. 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).
	3. 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 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** |  |  |  |

1. The Chair of ARC notifies, by email, the following:
	1. Convener
	2. Dean
	3. Faculty Assembly (FA) President & Faculty Advisory Council (FAC)
	4. Provost
	5. Other designated interested parties
2. 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.
3. 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:
	1. Program Revision Request Package
	2. Recommendation made by the Faculty Assembly (FA) and FA minutes (if needed)
4. 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)[[23]](#footnote-23)

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 (The Center for Reading and Writing, located in Room  211 Linden Hall, x7557, crw@ramapo.edu. The professional staff offices are in Linden 204 A & B and Linden 210 A & B.)

 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 consultant in The Center for Reading and Writing, located in Room 211 Linden Hall, x7557,**crw@ramapo.edu**. The professional staff offices are in Linden 204 A & B and Linden 210 A & B.*

[ ]  Reference to CRWT 102 as a prerequisite

[ ]  Writing assignments fulfill the WI policy of the appropriate school/convening group

1. http://www.ramapo.edu/fa/files/2019/10/gecco-manual-2019.pdf [↑](#footnote-ref-1)
2. Please see General Education Curriculum Committee (GECCo) Manual 2019-2020, which can be found at https:/ramapo.edu/fa/files/2019/10/gecco-manual-2019.pdf [↑](#footnote-ref-2)
3. Deans Council (B. Barnett, L. Chakrin, E. Daffron, A. Lorenz, S. Perry, S. Rice, E. Saiff, E. Siecke) and FAEC (R. Atkinson, B. Blake , S. Eisner, S. Kurzmann, J. Lipkin, K. McMurdy, E. Ogens, E. Rainforth, R. Root). 5/12/16 [↑](#footnote-ref-3)
4. Academic Affairs Policy 300 Z sets enrollment caps for 100 and 200 level courses at 35 and 30 for 300 and 400 level courses [↑](#footnote-ref-4)
5. The Final Report of General Education Task Force II (pages 3 and 15) indicates that courses within the Distribution Categories “reinforce Student Learning Outcomes introduced in the Keystones and ask students to apply learning outcomes from the keystone courses in new situations.” It is implicit that courses within the Distribution Categories may have prerequisites from within the Keystone Experiences that include the same student learning outcomes. [↑](#footnote-ref-5)
6. For the Distribution Categories, this will be defined by the thumbnail descriptions to be written by the Distribution Categories Working Group. [↑](#footnote-ref-6)
7. Review for renewal should follow the same timetable as the overall A+GE Assessment Cycle, generally 3 or 4 years. [↑](#footnote-ref-7)
8. See WAC Program Description on the ARC Website ('Supporting Documents' page) [↑](#footnote-ref-8)
9. previously College English (ENGL 180) [↑](#footnote-ref-9)
10. 100-400 level guidelines approved by Faculty Assembly, 12/12/2007. 500-700 level guidelines approved by Faculty Assembly, 10/20/2010. [↑](#footnote-ref-10)
11. Approved by Faculty Assembly, 12/12/2007 except graduate course caps (approved by FA, 10/20/2010) & online course caps (approval pending). [↑](#footnote-ref-11)
12. [↑](#footnote-ref-12)
13. http://www.ramapo.edu/fa/files/2013/04/Gen-Ed-SLOs-CurriculumMap.doc [↑](#footnote-ref-13)
14. http://www.ramapo.edu/provost/files/2013/04/Academic-Integrity-Reporting-Provost-2014.pdf [↑](#footnote-ref-14)
15. \* 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](http://ww2.ramapo.edu/libfiles/Provost2/Procedures%20-%20300-V-Certificate_Programs_Proc%20%28305%29.doc)) [↑](#footnote-ref-15)
16. Graduate Council approval required only for graduate-level certificate programs [↑](#footnote-ref-16)
17. Only applies to non-credit-bearing certificate programs [↑](#footnote-ref-17)
18. If the request is to change the program title, enter the *current* title here [↑](#footnote-ref-18)
19. Proposal must be received by ARC by October 15th 2022 [↑](#footnote-ref-19)
20. http://www.ramapo.edu/provost/files/2013/04/Academic-Integrity-Reporting-Provost-2014.pdf [↑](#footnote-ref-20)
21. \* 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](http://ww2.ramapo.edu/libfiles/Provost2/Procedures%20-%20300-V-Certificate_Programs_Proc%20%28305%29.doc)) [↑](#footnote-ref-21)
22. Graduate Council approval only required for graduate-level certificate programs [↑](#footnote-ref-22)
23. Checklist developed by WAC [↑](#footnote-ref-23)