

SAS Curriculum Committee (CC) and Core Requirements Committee (CRC): processes and timetables.

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Timetable if you want your courses to be scheduled and available to students at preregistration:

| Semester course will be offered | Department Scheduling Process | Submit to Curriculum Com't so that course is in the MLC during Scheduling |
|--|--------------------------------------|--|
| Spring 2024 | In process | |
| Fall 2024 | Fall 23-Spring 2024 | ASAP |
| Spring 2025 | Spring 2024 | Fall 2023 |
| Fall 2025 | Fall 24-Spring 2025 | Spring 2024 |
| Spring 2026 | Spring 2025 | Fall 2024 |
| Fall 2026 | Fall 2025 | Spring 2025 |

This time table also applies for getting Core Curriculum codes in the Schedule of Classes that students see during preregistration. So please also file your Core Curriculum Certifications on this cycle.

If you are proposing a new course that you will also want to submit for certification for the Core, please submit it early in the semester so that the Curriculum Committee (CC) can review it and pass it along to the Core Requirements Committee (CRC). The CRC will not review a course for the Core Certification until the CC has given its approval.

Curriculum Committee: Gary Heiman, Chair
Susan Lawrence, Vice Dean for Undergraduate Education

Core Requirements Committee, Kathy Scott, Chair
Sharon Bzostek, Senior Associate Dean for Undergraduate Education

Cristal Perez, the OUE Dean's office Project Coordinator (PC)

SAS Curriculum Review and Approval Process, or Why it Takes so Long and What Departments Need to Do:

1. Department conducts its internal processes including review by the department's curriculum committee review. We advise using this [CHECKLIST](#) that the OUE Dean's office and CC uses. This review should also include:
 - a. checking [Degree Navigator](#) (DN) for overlaps, cross-lists, etc. and consult with other departments. Please use DN searches to confirm that there are no other courses listed with the same title and that the course number you are proposing is not in use (you can also use the [MCL](#) for the later). We recommend that you search for courses that may be similar or overlap with the proposed course by doing multiple keyword searches in DN.
 - b. Also consider whether the course is a prerequisite for courses in any other department and alert that department to your proposed change. Also, if your course has pre-reqs in

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other departments and you are making changes, it is a good idea to alert that department so that students are getting what they need in your course from the pre-req.

- c. Submit the course in the [Course Proposal System](#).
 - d. THE LEAD DEPARTMENT IS RESPONSIBLE FOR COORDINATING **CROSS-LISTINGS** ACROSS DEPARTMENTS and ensuring courses are listed exactly the same under each cross-listed number. Each course number impacted needs a form in the system. New cross-lists require that the original course be updated via the Course Proposal System to include a new note "Credit not given for this course and (new cross-list number)."
2. The OUE Dean's office Project Coordinator (PC) triages the proposal for completeness using the checklist. If the proposal has missing sections/language, the PC will email the submitter asking them to revise and resubmit.
 3. Curriculum Committee reviews the proposals. If necessary, the CC returns the proposal to the department within the Courses Proposal System with questions, etc. Department responds and resubmits within the Course Proposal System, and Curriculum Committee reviews it again.
 4. After each CC meeting, we send a complete report of all courses, etc. that the CC approved to be presented to the full faculty at the end of the semester. **Please review your own entries for accuracy and the entire list for implications for your department.**
 - a. This is the moment to make corrections or note any concerns. Report concerns to the CC (Susan Lawrence) and watch for follow up in the next report of CC actions. This also means that everybody should scan everything when the updated report is sent out after each CC meeting.
 - b. It is extremely important for departments to do this because the CC may have made corrections to your entry to bring it into consistency with catalog style, or consistency across departments. (e.g. Taught in English.)
 - c. NEW COURSES ALSO SEEKING CORE CERTIFICATION: Once the CC has approved it to go to the final faculty vote, we will move it into the queue for CRC review.
 5. We also send this report to the Undergraduate Education Leadership Council (UELC). The UELC is made up of Undergraduate deans from across the Rutgers-New Brunswick Schools and is convened by the Senior Vice Provost for Undergraduate Education.
 - a. Members of the council have 10 business days to review the report and raise any issues or concerns.
 - i. This means you should act preemptively early in the process to work out any possible overlaps or concerns other Schools might have. For example, Economics should anticipate that RBS will have concerns if you are proposing to add a new course "Introduction to Business." [This is also why it is important to do a DN keyword search early on.]
 - ii. If any modifications are needed, we in the Office of Undergraduate Education will reach out to you to discuss, and generally we can take care of making those changes in the Course Proposal System and notify the CC to ensure there are no objections from the CC members.
 - b. If members of the UELC raise objections, efforts are made to work them out and modifications are made as described in 5.a.ii. above. If stalemate ensues, it ultimately goes to the Provost or her delegate.

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6. Prior to the end of the semester, the final CC report is [posted](#) for faculty review and circulated to the undergrad chairs, along with the final report from the CRC.
7. The CC's and CRC's reports are presented at the end of the semester faculty meeting, followed by an electronic vote.
8. We edit the report down to just the information the Scheduling Office needs to add the courses to the Master Course List and submit it as a "bulk form 29." It takes several weeks for the Scheduling Office to process all of these additions and changes.
 - a. Vanessa Coleman in the SAS Office of Advising and Academic Services uses the full report to enter changes into DN.
 - b. If any of the course changes across SAS impact your major or minor, please let Vanessa know ASAP so that they can make that adjustment in DN.
9. After all these steps are completed, the courses are in the MLC and departments are then able to add any new courses to the schedule of classes. Departments can schedule courses before all of these steps are completed using the course number 01:your subject code:003.

One of the distinct advantages of SAS Curriculum Committee review is that the Committee includes faculty from across departments and divisions in SAS and the members develop a lot of experience reviewing syllabi from across departments.

The CC is mindful that students take courses from multiple departments and that a certain consistency in what is included on syllabi is extremely helpful to students. This, and making policies and grading fully transparent on the syllabus, are critical DEI best practices. Finally, as tempting as it may be to fill a syllabus with lists of dos and don'ts, research shows that using warm and inviting language improves student learning and creates a more inclusive classroom. A quick guide on how to easily make a syllabus more welcoming is available [here](#); this also includes links to the [underlying research](#).

Observations on what the SAS Curriculum Committee looks for and/or may ask questions about or provide feedback on beyond those items included in the pre-submission checklist. It is helpful for department curriculum committees to look for these things before syllabi are submitted to the Curriculum Committee.

1. As noted in the checklist, a thorough syllabus that clearly conveys expectations, assignments, and grading criteria and weights to students. A best practice syllabus template is available [here](#). (check your download file). Syllabi should include:
 - a. A class-by-class or week-by-week listing of reading and other assignments. Typically, the CC looks for specifics about what materials are being assigned and how students can access them. Federal law mandates that syllabi include the ISBN numbers of books required for the course.
 - b. A rubric or other guidance on how students will be graded on "class participation" if counted, and other similar items that clearly sets out expectations to students. Best practices and helpful short articles can be found [here](#). Material on class participation in online courses can be found [here](#).
 - c. Absence of (or fully definition of) acronyms and/or other jargon that may be unfamiliar to students, especially first generation students.

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2. Adherence to policies and best practices

- a. Adherence to university policy and best practices on absences and make-up exams.
- b. Appropriate ratio of work to credits as established by federal, state, and University regulations. For current policies and their legislative sources, see [Credit Hours and Standard of Rigor](#).

- i. At RU-NB, a 3-credit course typically meets twice a week for 80 minutes for 14 weeks, plus a final exam, as scheduled by the University, in the 15th or 16th week. A 4-credit course typically meets twice a week for 80 minutes and once a week for 55 minutes for 14 weeks, plus a final exam, as scheduled by the University, in the 15th or 16th week. Each hour of in-class time is expected to be matched with work outside of class (e.g. homework, reading, written assignments, etc.) that would take the average student 2 hours.
- ii. A semester credit hour is not counted on an hour-for-hour basis for library, independent study, or laboratory activities.
- iii. None of the official agencies that regulate work to credit ratios have issued clear guidelines for how these long-standing standards translate to online, hybrid, or experiential/study abroad/internship formats beyond stating “The rigor of all college credit-bearing courses shall be substantially the same, regardless of the type of educational delivery mode.” Hence, it is clear, for example, that a fully online course would require not just work that replaces classroom time, but also work that replaces the expected out-of-class time.

These resources will help you *estimate* your course hours:

- [Workload Estimator 2.0](#)
- [Time on Task](#)

Caveats

- The results depend on the assumptions you put in (e.g., how much study time you estimate for exams). Estimates should be based on an “average” student.
 - These tools can create the illusion of greater precision than we can really have. They should be used as a *ballpark estimator* and to check your intuitions about how much work you’re assigning, *not* to fine-tune until you have exactly 45 hours per credit.
- iv. The CC is collecting information on the range of current practices regarding work to credit ratios for internships and short-term study-abroad programs and hopes to issue some best practice guidelines soon. Generally, internships and fieldwork should require 45 hours per credit of combined site and course time. Short term Study Abroad should follow a similar calculus with no more than 1 credit earned per week.
- c. Instructors assigning their own books (they can, but they can’t [profit](#) from it – SAS Dean’s Emergency Fund is a great place to donate any profits).
 - d. Reasonableness, access, and equity concerns: costs, access, reasonableness of policies, etc. regarding absences etc.

3. If it is an online or hybrid course, or a course that is being changed to an online or hybrid course, a special [form](#) must be filled out under previously approved [SAS Policy](#).

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4. How does the course fit into the overall curriculum of the school? Are there likely synergies or conflicts with other departments or schools?
5. Sharing experiences or helpful suggestions from members of the CC.

All of these considerations are designed to promote diversity, equity, and inclusion in our classrooms while enhancing student success through transparency.

Full information about what the Core Requirements Committee (CRC) looks for and its processes can be found [here](#).

Courses specifically certified as satisfying Core Curriculum Requirements are limited to those that meet the Core Requirements Committee's 5 criteria:

1. One or more of the Core Curriculum goals are front and center in the design of the course.
2. An assessment plan is included indicating how aggregate student achievement of the Core goals will be assessed.
3. The course is accessible to a wide range of students and the goals have not been met by prerequisites.
4. The course, defined by its number (and any cross-listed number), addresses the Core goal every time it is offered.
5. The course is offered on a regular and predictable basis, preferably once a year but at least once every other year.

In the interest of transparency to students, the relevant Core Curriculum goals should be listed clearly on the syllabus. Students can meet up to two Core requirements with a single course.

Please see the [Faculty Guide to Core Certification](#) for more detail.