

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

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

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 2022	In process	By Oct. 1, 2021 for online
Fall 2022	Fall 2021	Spring 2021 or ASAP
Spring 2023	Spring 2022	Fall 2021
Fall 2023	Fall 2022	Spring 2022
Spring 2024	Spring 2023	Fall 2022
Fall 2024	Fall 2023	Spring 2023

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.

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. This review should 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.
 - 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. 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.

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

3. 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, as of the date we send it out to all undergrad chairs. **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 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.
4. After the last CC meeting of the semester, we send the full report of all courses, etc. that the CC approved to be presented to the full faculty at the end of the semester, to the Undergraduate Education Council (UEC). The UEC is made up of Undergraduate deans from across the Rutgers-New Brunswick Schools and is convened by the Vice Provost for Undergraduate Education.
 - a. Members of the council have 10 business days to review this list 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 you notify us that any modifications are needed, we in the Office of Undergraduate Education take care of making those changes in the Course Proposal System and report and notify the CC to ensure there are no objections from the CC members.
 - b. If members of the UEC raise objections, efforts are made to work them out and modifications are made as described in 4.a.ii. above. If stalemate ensues, it ultimately goes to the Provost or her delegate.
5. The final CC report is [posted](#) for faculty review and circulated to the undergrad chairs, along with the final report from the CRC.
6. The CC's and CRC's reports are presented at the end of the semester faculty meeting and a vote to approve is taken.
7. 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. Lenore Neigeborn/Vanessa Coleman in the SAS Office of Advising and Academic Services use the full report to enter changes into DN.
 - b. If any of the course changes across SAS impact your major or minor, please let Lenore or Venessa know ASAP so that they can make that adjustment in DN.

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

8. 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.

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 is a critical DEI best practice. 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. It may be helpful for department curriculum committees to look for these things before syllabi are submitted to the Curriculum Committee.

1. A thorough syllabus that clearly conveys expectations, assignments, and grading criteria and weights to students. A best practice syllabus template is available [here](#). Syllabi should include:
 - a. A list of the learning goals.
 - b. 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.
 - c. Information about how the final grade will be calculated including how various assignments will be weighted. Clearly articulated expectations of students.
 - d. A rubric or other guidance on how students will be graded on "class participation" 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](#).
 - e. Absence of (or fully definition of) acronyms and/or other jargon that may be unfamiliar to students, especially first generation students.
2. Adherence to policies and best practices
 - a. 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.

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

- 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.
 - 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.
- b. Syllabus contains appropriate instructor contact information, Student/Office hours, etc.
 - 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 and profits).
 - d. Includes [material](#) requested by RUSA included in the best practice syllabus template available [here](#).
 - e. Reasonableness, access, and equity concerns: costs, access, reasonableness of policies, etc. regarding absences etc.
3. If it is an online or hybrid courses, 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](#).
 4. How does the course fits 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.