



ROWAN COLLEGE AT GLOUCESTER COUNTY

**CURRICULUM COMMITTEE
OF THE
FACULTY SENATE**

Forms and Procedures

**Rowan College at Gloucester County
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I. INTRODUCTION

This manual is provided for the use of Rowan College at Gloucester County faculty members who are presenting a course or program for approval, revision, or deactivation. This manual includes all procedures and steps required for submission. Forms specified for use in this manual are updated regularly and are available online. For the latest version and location of forms, please contact the Curriculum Committee Chair.

The initiator of any new course or program, revision, or deactivation should notify the division dean, the dean representing in Academic Services, and the Curriculum Committee Chair of any proposals. These individuals are available to offer guidance as the initiator prepares/posts materials required for the proposal.

The Curriculum Committee will normally discuss the proposal at two consecutive meetings and the initiator will be required to be present. The initiator should plan to present the proposal verbally, providing a synopsis of the online materials that were made available for review. Discussion of the proposal will follow. A proposal will not be considered in the initiator's absence unless a substitute with appropriate expertise and authority appears at her/his request.

A. CHARGE OF THE CURRICULUM COMMITTEE

As a Committee of the Faculty Senate, the Curriculum Committee serves as a review, advisory, and recommending body to the appropriate Vice President in matters dealing with additions, modifications, or deletions of credit courses and programs of study.

The Curriculum Committee will meet and conduct business with the verification of a quorum. A quorum for this committee is defined as more than 33% or 1/3 of the voting membership.

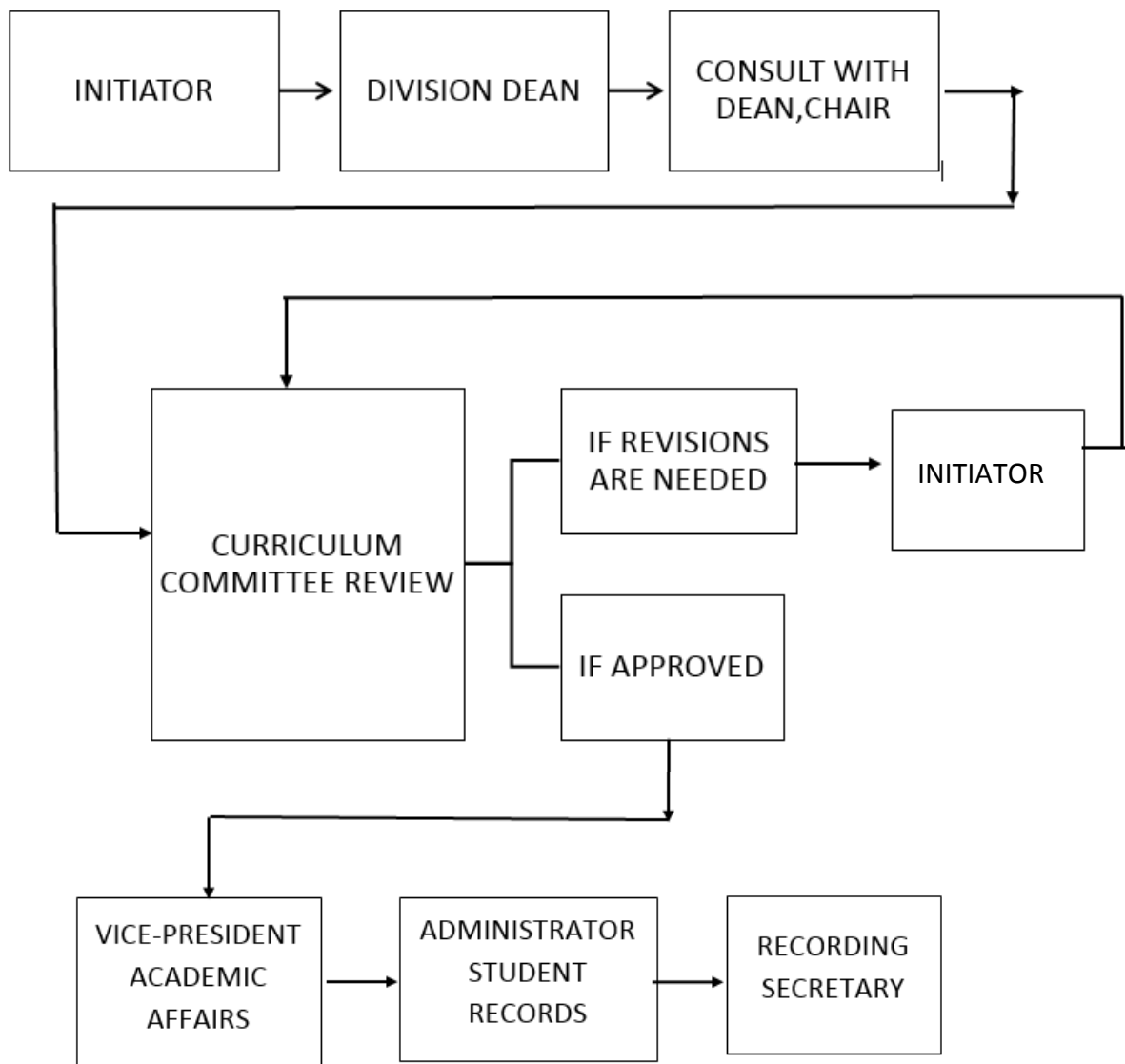
B. COMMITTEE MEMBERSHIP

Faculty Senate standing committees are comprised, at a minimum, of the assigned Dean serving as the Administrative Representative, one faculty member from each of the disciplines below, and one adjunct faculty member selected by the Executive Committee. The Vice Presidents are non-voting members.

MEMBERSHIP	DISCIPLINE CATEGORIES
VP of Academic Services – non-voting	1. Business Studies
Assigned Dean – non-voting	2. Business Technologies
Representative from Registrar's Office – non-voting	3. Communications
Representative from Academic Services – non-voting	4. HPER, Law and Justice
1 Student Representative – non-voting	5. Humanities
1 Librarian	6. Librarians/Counseling Advisors
1 Counseling Advisor	7. Mathematics STEM
9 Faculty from discipline categories	8. Nursing / Allied Health
1 Adjunct Faculty	9. Science STEM
	10. Social Science

C. OVERVIEW OF CURRICULUM PROCESS

The following diagram is offered as a generalized, visual overview of the RCGC curriculum process. The remainder of this manual provides complete information for each specific type of proposal (new course, program revision, etc.). Procedures for each type of proposal are presented, in each case, first in condensed chart form, followed by more detailed Initiator Guidelines.



II. COURSE PROCEDURES

PROCEDURE FOR ESTABLISHING A NEW COURSE

STEP 1	Initiator <ul style="list-style-type: none">▪ Develops course master syllabus and instructor outline,▪ meets with Division faculty when appropriate,▪ contacts Student Records Office for appropriate course code,▪ completes course form and supporting materials,▪ submits proposal to Division Dean.
STEP 2	Dean of Academic Division <ul style="list-style-type: none">▪ Reviews faculty proposal, offers feedback, approves proposal;▪ ensures that all affected faculty have been notified.
STEP 3	Initiator/Curriculum Chair/Dean representing Academic Services <ul style="list-style-type: none">▪ Consult/meet to review and discuss proposal.▪ Initiator:<ul style="list-style-type: none">- makes any necessary revisions,- provides final proposal in paper to curriculum committee chair and dean representing Academic Services, and- posts appropriate form and materials online by the specified deadline.
STEP 4	Curriculum Committee <p>Reviews proposal during two consecutive meetings. Any recommendations for revisions will be made during the first meeting. Initiator will make corrections to forms and documents as needed. Forms should be signature ready, in hard copy, for the second meeting. Approval voting will occur during the second meeting. Signature of Curriculum Chair indicates approval of a majority of members present at the meeting when voting took place. Curriculum recommendations are then sent to the Vice President Academic Services.</p>
STEP 5	Vice President, Academic Services <ul style="list-style-type: none">▪ Approves proposal for final processing,▪ forwards completed form to Administrator Records/Student Data for course or program creation or system revisions as indicated.
STEP 6	Academic Services <p>When processing is complete, distributes information to Academic Divisions and the College community. NJCCC procedures are completed when necessary to ensure course funding and compliance with established requirements</p>

A. 1 Initiator Guidelines

New Course Rationale

1. The Course Form should be filled in completely. (See completed sample online). See the Guidelines for Developing a New Course outlined in this manual for selecting course codes, writing catalog descriptions, awarding credit, and establishing transferability. All forms are available online. For the latest version and location of forms, please contact the Curriculum Committee Chair.
2. Rationale – suggested criteria:
 - Evidence of need
 - Petition from students
 - Request from community
 - Improvement of curriculum
3. Number of students involved – predicted enrollment?
4. Conflict with existing programs
 - Would this be a duplication of a similar course?
 - Would this replace a course now given at the College?
 - Would this affect course enrollment in another department?
5. Economics (Note: Board policy indicates that new courses requiring specific expenditures for equipment and materials must be accommodated within the existing budget.)
 - Would additional faculty members be needed to teach the course? (adjunct faculty or overload)
 - What type and amount of new equipment would be necessary?
 - How much capital or instructional monies would be necessary?
 - Has the Library Director been notified and is the current collection adequate to support this new course?
6. Nature of the course
 - Is the course proposed as a general education course?
 - Have transferability forms been received? (Include copies of email or letter responses.)
 - Does the course have a RDG 099 prerequisite? [Note: RDG 099 is the default pre-requisite for courses requiring college-level work.]
 - Does the course require pre- or co-requisites within the program of study?

Syllabus – See attached Master Syllabus Checklist and Instructor Outline Checklist. A Master Syllabus is a standardized document, which applies to any and all sections of a given course; an Instructor Outline contains information specific to the way that person teaches the course. (See Glossary.) Also contact your division for additional examples of syllabus or outline content. [Note: Current administrative requirements indicate that student learning outcomes for a course should be the same across all sections, regardless of the instructor assigned to the course.]

Determine if this course requires a pre-requisite or co-requisite. A pre-requisite must be completed prior to enrolling in the proposed course. A pre- or co-requisite designation means the specified course may be taken in advance of or concurrently with the proposed course. A co-requisite means that the course must be taken concurrently. If college level work is required, RDG099 is standardly listed as a pre-requisite.

Indicate how this course would fit into a course sequence, if this course is a required part of a program or programs. If the inclusion of the course in a program of study requires a revision of the program requirement sheet, then this necessitates a program revision:

- Include copies of the original program and the revised program with the proposed changes underlined. Electronic copies of program requirement sheets are available in your academic division and in Academic Services.
- Submit a Program Form.

If the new course will result in the deactivation of an existing course, submit a course form for deactivating the existing course.

Allow ample time for the approval process. Courses for summer and fall semesters should be considered by the Curriculum Committee no later than the preceding February; for the spring semester, no later than the preceding September.

The initiator of a course should:

- Put the final proposal materials online two weeks prior to a scheduled Curriculum Committee meeting (See Appendix 5: Posting your Materials Online)b
- Notify the Curriculum Committee Chair of items for the agenda, and
- Prepare to attend the scheduled meeting or designate a substitute

New course proposals for General Education Electives must include the required transferability forms or relevant emails. A sample letter and transferability form for requesting general education review are available online. The form and content of these letters may be adapted for / attached to email communication

A. 2. Course Development Guidelines

a. The Course Title

The Course Title should be succinct and clear.

b. Writing the Catalog Description

A catalog course description should:

- be clear, concise, and written in fewer than 100 words.
- consist of grammatically correct and properly punctuated sentences.
- describe the course content.
- contain no subjective statements.

c. Selecting the Course Code

A course code is comprised of a three-letter prefix followed by three numbers.

THE PREFIX. The three-letter prefix should match an already existing prefix whenever possible. A new prefix may be selected if it can be demonstrated that the new course does not fall into any existing category. In this case the new prefix should be a three letter shorthand form of the course or program name, i.e. BUS for business courses or HPE for courses in the area of Health and Physical Education.

THE NUMBER. The course number should be a 3 digit number where the first digit is 0 if the course is a developmental course. The first digit should be 1 if the course is usually taken in the freshman year and should be 2 if the course is usually taken in the sophomore year. The remaining two digits can be any numbers, provided that sequential courses are numbered appropriately.

Before a new course is submitted to the Curriculum Committee, approval of the new course code must be obtained from the Student Records Office to assure that the code has never previously been used or deactivated. Once a code has been assigned, it cannot be changed.

d. Core Competency Mapping to Student Learning Outcomes

Faculty should refer to the “*Core Competency Mapping to Student Learning Outcomes In the Syllabus*” instruction booklet, initiated Fall 2007 and revised Spring 2013.

e. Awarding Academic Credit

Please see the following charts and examples for awarding credit to various kinds of courses.

Remember that

1 credit hour = 1 contact hour = 50 minute clock hour instruction

Lecture Courses – **15 week semester**

Examples – ENG101, PSY101, HIS101, BUS102, MAT101, MAT108

Credits Awarded	Contact Hours per week	Clock Minutes per week	Clock Hours per week	Total Semester Minutes	Clock Hours per semester
1	1	50	50 minutes	750	12.5
2	2	100	1 hr. 40 min.	1500	25
3	3	150	2.5 hours	2250	37.5
4	4	200	3 hr. 20 min.	3000	50

Lecture/Lab Courses – **15 week semester**

Examples – BIO101, CHM101, CIS102, CGA103

Credits Awarded	Contact Hours per week		Clock Minutes per week		Clock Hours per week	Total Semester Minutes	Clock Hours per semester
3	Lecture 2	Lab 2	100	100	3 hr. 20 min.	3000	50
4	Lecture 3	Lab 3	Lecture 150	Lab 150	2.5 2.5	4500	75

Lecture/Lab Courses – **10 week semester (2/3 of 15 weeks semester)**

Examples – AUT101, AUT103, AUT105, AUT107, etc.

Credits Awarded	Contact Hours per week (10)		Clock Minutes per week (10)		Clock Hours per week (10)		Total Semester Minutes (10 week)	Clock Hours per semester (10 week)
2	Lecture 1	Lab 5	50	250	5 hrs.		3000	50 hrs.
3	Lecture 1	Lab 10	Lecture 50	Lab 500	Lecture 50 min.	Lab 8 hr. 20 min.	5500	91 hrs. 40 min.
4	Lecture 2	Lab 10	Lecture 100	Lab 500	Lecture 1 hr. 40 min.	Lab 8 hr. 20 min.	6000	100 hrs.
5	Lecture 2	Lab 15	Lecture 100	Lab 750	Lecture 1 hr. 40 min.	Lab 12.5 hr.	8500	141 hrs. 40 min.

Nursing/Allied Health Courses

Clinical and Lab (Calculated as 3 to 1 Contact to Credit, for lecture courses see lecture chart)

Credits Awarded	Contact Hours per week		Clock Minutes per week		Clock Hours per week	Total Semester Minutes	Clock Hours per semester
1	3 Lab		150		2.5 hours	2250	37.5
7	Lecture 5	Clinical 6	Lecture 250	Clinical 300	9 hrs. 10 minutes	8250	137.5
7	Lecture 4	Clinical 9	Lecture 200	Clinical 450	43 hrs. 20 min.	9750	162.5
8	Lecture 4	Clinical 12	Lecture 200	Clinical 600	13 hrs. 20 min.	12000	200

3. Master Course Syllabus and Instructor Outline

a. MASTER SYLLABUS CHECKLIST

When developing a master syllabus for a course, review the approved format below and include all elements. This syllabus is designed to ensure consistency across all sections of the same course and to provide common student learning outcomes for course assessment.

This syllabus may also be put online for student accessibility.

Title Page	
Name of the college	
Division offering the course	
Course Code, Course Title	
# of lecture, lab/activity/clinical/lab/Field Experience/Co-op hours	
Lecture/Online/Web-enhanced	
Credit hours awarded	
Length of semester in weeks	
Textbook selection if standard for all sections; if not, then textbook should be specified in the instructor outline	
Catalog description of the course consistent with college catalog	
Note referring students to instructor outline for additional information for the specific course section in which they are enrolled	
Page 2	
RCGC Core Competencies	
Course specific core competencies	
Page 3	
Student Learning Outcomes Chart linking SLO's to Core Competencies and evaluation/assessment activities (Outcomes must be measurable and written in behavioral terms.)	
Page 4	
Outline of Topics to be included in the course	

b. Specific Instructor Outline – Checklist

When developing your outline for the semester be sure to include all of the elements below.

Title Page	
Name of the college	
Division offering the course	
Course Code , Course Title	
# of lecture, lab/activity/clinical/lab/Field Experience/Co-op hours	
Lecture/Online/Web-enhanced	
Semester hours of credit awarded	
Length of semester in weeks	
Faculty Name	
Faculty office hours and location	
Faculty email address and phone number	
Catalog description of the course consistent with college catalog	
Textbook required: title, author, publisher, edition, ISBN, and price	
Page 2	
Course specific core competencies	
Student Learning Outcomes Chart linked to Core Competencies and evaluation/assessment activities (this chart may be omitted from the outline if students are referred to online master syllabus where the chart resides)	
Page 3	
Specific Course Policies - including but not limited to:	
• Class Attendance	
• Methods of evaluation of student's performance and grading distribution, • (including the effect of attendance if applicable)	
• Method of determining the course grade and specific grading scale	
• Testing policy	
• Cheating or Plagiarism policy	
• Method of making up missed work	
• Specific conditions for audit	
Outline of Topics and Learning Activities: Possible formats are • Outline of topics, reading assignments, number of instructional hours, and when exams or other evaluation tools will be administered • Daily outline or calendar including: dates, topics, reading assignments, and dates of the exams or other evaluation tools	

4. COURSE TYPE

GENERAL EDUCATION COURSES

“ ‘General education’ means instruction that presents forms of expression, fields of knowledge, and methods of inquiry fundamental to intellectual growth and to a mature understanding of the world and the human condition, as distinguished from ‘specialized education,’ which prepares individuals for particular occupations or specific professional responsibilities.”

NEW JERSEY ADMINISTRATIVE CODE, TITLE 9A-HIGHER EDUCATION, New Jersey Commission on Higher Education. CHAPTER 1. LICENSURE RULES (amendments effective 3/3/03)

The array of general education courses in associate in arts (A.A.) and associate in science (A.S.) curricula shall be designed to prepare the student for transfer into a baccalaureate program. Please see the New Jersey General Education Foundation (August 15, 2007) in Appendix C.

TRANSFERABILITY

Faculty proposing general education courses must establish transferability to baccalaureate colleges and universities. The Curriculum Committee requires two affirmative responses to the Transferability Letter from local transfer institutions in order for a new course to be considered as a general education course.

The initiator of a course which is designed to be transferable should send a letter and the transferability Form (see sample on P Drive and in Appendix A3) to the heads of the appropriate departments at local institutions to which the course might be transferred. Please note that the form and content of these letters may be adapted for / attached to email communication.

TOPICS COURSES

Topics courses have been deactivated. These courses previously provided a vehicle for piloting a course prior to full curriculum implementation. Topics courses were given a 170 (3 credit) or 171 (4 credit) course number and were only offered for 2 semesters in this format prior to Curriculum Committee approval as a regular course. The Establishment of a Course procedure then followed for full approval. Special 1 credit courses (PLG172, PLG173, and PLG174) were defined for the Paralegal Program.

The catalog description reads as follows:

This course is designed to permit students to enroll in a (specify discipline) course that studies a specific topic or problem in the discipline. Since the topics may change, students should consult the course offering schedule each semester. The instructional method may vary depending on the topic, i.e., film, television instruction, independent study, field experience, traditional classroom, etc.

Note: A topics course may be reactivated if a special situation arises. Approval of division dean and academic VP should be attained before proceeding with proposal.

B. PROCEDURE FOR COURSE REVISION

STEP 1	Initiator <ul style="list-style-type: none">▪ Revises course master syllabus and instructor outline,▪ meets with Division faculty when appropriate,▪ completes course form, and▪ submits proposal to Division Dean.
STEP 2	Dean of Academic Division <ul style="list-style-type: none">▪ Reviews faculty proposal, approves proposal and▪ ensures that all affected faculty have been notified.
STEP 3	Initiator/Curriculum Chair/Dean representing Academic Services <ul style="list-style-type: none">▪ Consult/Meet to review and discuss proposal.▪ Initiator:<ul style="list-style-type: none">- makes any necessary revisions,- provides final proposal in paper to Curriculum Committee Chair and dean representing Academic Services, and- posts appropriate form and materials online.
STEP 4	Curriculum Committee <p>Reviews proposal during two consecutive meetings. Any recommendations for revisions will be made during the first meeting. Initiator makes corrections to forms and documents as needed. Forms should be signature ready for the second meeting. Approval voting will occur during the second meeting. Signature of Curriculum Chair indicates approval of a majority of members present at the meeting when voting took place. Curriculum recommendations are then sent to the VP Academic Services.</p>
STEP 5	Vice President, Academic Services <p>Approves proposal for final processing, forwards completed form to Administrator Records/Student Data for course or program creation or system revisions as indicated.</p>
STEP 6	Academic Services <p>When processing is complete, distributes information to Academic Divisions and the College community. NJCCC procedures are completed when necessary to ensure course funding and compliance with established requirements</p>

C. PROCEDURE FOR COURSE DEACTIVATION

Courses that are not actively part of the RCGC curriculum will be deactivated. When deactivated, they become archived and remain part of the RCGC curriculum. When reactivation of the course is desired, the course revision process will be followed.

STEP 1	Initiator <ul style="list-style-type: none">▪ Revises course master syllabus and instructor outline,▪ meets with Division faculty when appropriate,▪ completes course form, and▪ submits proposal to Division Dean.
STEP 2	Dean of Academic Division <ul style="list-style-type: none">▪ Reviews faculty proposal, approves proposal and▪ ensures that all affected faculty have been notified.
STEP 3	Initiator/Curriculum Chair/Dean representing Academic Services <ul style="list-style-type: none">▪ Consult/Meet to review and discuss proposal.▪ Initiator:<ul style="list-style-type: none">- makes any necessary revisions,- provides final proposal in paper to Curriculum Committee Chair and dean representing Academic Services, and- posts appropriate form and materials online.
STEP 4	Curriculum Committee <p>Reviews proposal during two consecutive meetings. Any recommendations for revisions will be made during the first meeting. Initiator will make corrections to forms and documents as needed. Forms should be signature ready for the second meeting. Approval voting will occur during the second meeting. Signature of Curriculum Chair indicates approval of a majority of members present at the meeting when voting took place. Curriculum recommendations are then sent to the VP Academic Services.</p>
STEP 5	Vice President, Academic Services <p>Approves proposal for final processing, forwards completed form to Administrator Records/Student Data for course or program creation or system revisions as indicated.</p>
STEP 6	Academic Services <p>When processing is complete, distributes information to Academic Divisions and the College community. NJCCC procedures are completed when necessary to ensure course funding and compliance with established requirements</p>

III. PROGRAM PROCEDURES

A. PROCEDURE FOR ESTABLISHING A NEW PROGRAM

STEP 1	Initiator Develops proposal, and submits proposal to Division Dean.
STEP 2	Working Committee/Division Faculty The working committee must include the initiator, appropriate faculty and administrator(s), consultants and other advisory members as required.
STEP 3	Dean of Academic Division <ul style="list-style-type: none">▪ Reviews faculty proposal, offers feedback, approves proposal and ensures that all affected faculty have been notified.
STEP 4	Initiator/Curriculum Chair/Dean representing Academic Services <ul style="list-style-type: none">▪ Consult/Meet to review and discuss proposal.▪ Initiator<ul style="list-style-type: none">- makes any necessary revisions,- provides final proposal in paper to Curriculum Committee Chair and dean representing Academic Services, and- posts appropriate form and materials online.
STEP 5	Curriculum Committee Reviews proposal during two consecutive meetings. Any recommendations for revisions will be made during the first meeting. Initiator will make corrections to forms and documents as needed. Forms should be signature ready for the second meeting. Approval voting will occur during the second meeting. Signature of Curriculum Chair indicates approval of a majority of members present at the meeting when voting took place. Curriculum recommendations are then sent to the VP Academic Services.
STEP 6	Vice President, Academic Services Approves proposal for final processing. Prepares a Program Announcement (PA) for any new degree programs under consideration. The PA will solicit comments from other institutions of higher education and facilitate the work of the President's Council. Please refer to Academic Issues Committee Manual, NJ President's Council for instructions, requirements, and process for developing the Program Announcement.
STEP 7	President and Board of Trustees Approves new program proposal before submitting it to Academic Issues Committee of the President's Council
STEP 8	Academic Issues Committee Reviews program and makes recommendation to the President's Council.
STEP 9	President's Council Approves and sends notification to the Commission on Higher Education

B. NEW PROGRAM DEVELOPMENT GUIDELINES

The initiator of a new program should follow the directions listed below. All materials should be written in clear and concise form and consist of grammatically complete and correct sentences. Please refer to the Academic Issues Committee Manual, NJ President's Council, for additional information on establishing a new program.

1. Cover Sheet:
The Program Form should be filled in completely. (See completed sample online)
2. Program of Study
Briefly summarize the program and indicate its outcomes, 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.
Draft a Graduation Control Sheet for the program of study. Attach the Program Requirement Sheet and the completed Degree Requirements Checklist.
3. Rationale – suggested criteria:
 - a. Evidence of need
 - Petition from students
 - Request from community
 - Improvement of curriculum
 - Transferability for AA and AS programs: Will this program transfer to local colleges? Please explain.
 - b. Number of students involved
 - What is the predicted enrollment?
 - Is there potential for growth?
 - c. Conflict with existing curricula
 - Would this be a duplication of a similar program given within commuting distance of the College?
 - Would this replace a program now given at the College?
 - Would this affect enrollment in another department?
 - d. Economics
 - Would additional faculty members be needed to teach the courses?
 - (adjunct faculty or overload)
 - What type and amount of new equipment would be necessary?
 - How much capital or instructional monies would be necessary?
 - Has the Library Director been notified and is the current collection adequate to support this new program?
4. Course Proposals:
Follow the procedures for establishing a course for each new course needed for the program and attach the materials to this form, unless the courses have previously been approved by the Curriculum Committee.
5. Indicate the sequence of courses which comprise the program. Specify prerequisites or co-requisites. Asterisk new courses. Indicate number of credits and course titles: (a) in

the specialization, (b) in general education.

6. Names and titles of advisory committee members and summaries of advisory committee meetings must be attached when applicable.

NOTES:

The Curriculum Committee will normally discuss the proposal at two consecutive meetings and the initiator is required to be present. A short presentation that provides a synopsis of the written materials, followed by a discussion, is expected. The initiator of a program should plan to:

- Put the final proposal materials online two weeks prior to a scheduled Curriculum Committee meeting
- Notify the Curriculum Committee Chair of items for the agenda
- Prepare to attend the scheduled meeting or designate a substitute

Following approval by the Curriculum Committee, Vice-President of Academic Services, President and Board of Trustees, the Program Announcement is sent to all public colleges in New Jersey. The colleges are provided the opportunity to comment on issues related to program duplication, cost, mission, and related matters.

The format for submitting a Certificate or Option to the Academic Issues Committee, NJ President's Council, Office of Academic Affairs, New Jersey Commission on Higher Education can be found in the Academic Issues Committee Manual.

C. PROCEDURE FOR PROGRAM REVISION

STEP 1	Initiator <ul style="list-style-type: none"> ▪ Revises Program Requirement Sheet, ▪ meets with Division faculty when appropriate, ▪ completes Program Form, and ▪ submits proposal to Division Dean.
STEP 2	Dean of Academic Division <ul style="list-style-type: none"> ▪ Reviews faculty proposal, approves proposal and ▪ ensures that all affected faculty have been notified.
STEP 3	Initiator/Curriculum Chair/Dean representing Academic Services <ul style="list-style-type: none"> ▪ Consult/Meet to review and discuss proposal. ▪ Initiator <ul style="list-style-type: none"> - makes any necessary revisions, - provides final proposal in paper to Curriculum Committee Chair and dean representing Academic Services, and - posts appropriate form and materials online.
STEP 4	Curriculum Committee Reviews proposal during two consecutive meetings. Any recommendations for revisions will be made during the first meeting. Initiator will make corrections to forms and documents as needed. Forms should be signature ready for the second meeting. Approval voting will occur during the second meeting. Signature of Curriculum Chair indicates approval of a majority of members present at the meeting when voting took place. Curriculum recommendations are then sent to the VP Academic Services.
STEP 5	Vice President, Academic Services Approves proposal for final processing, forwards completed form to Administrator Records/Student Data for course or program creation or system revisions as indicated.
STEP 6	Academic Services When processing is complete, distributes information to Academic Divisions and the College community. NJCCC procedures are completed when necessary to ensure course funding and compliance with established requirements

D. PROCEDURE FOR PROGRAM DEACTIVATION

Programs of the RCGC Curriculum will be deactivated. When deactivated, they become archived and remain part of the RCGC Curriculum. When reactivation of the program or course is desired, the Program Revision process will be followed.

STEP 1	Initiator <ul style="list-style-type: none">▪ Revises Program Requirement Sheet,▪ meets with Division faculty when appropriate,▪ completes Program Form, and▪ submits proposal to Division Dean.
STEP 2	Dean of Academic Division <ul style="list-style-type: none">▪ Reviews faculty proposal, approves proposal and▪ ensures that all affected faculty have been notified.
STEP 3	Initiator/Curriculum Chair/Dean representing Academic Services <ul style="list-style-type: none">▪ Consult/Meet to review and discuss proposal.▪ Initiator<ul style="list-style-type: none">- makes any necessary revisions,- provides final proposal in paper to Curriculum Committee Chair and dean representing Academic Services, and- posts appropriate form and materials online.
STEP 4	Curriculum Committee <p>Reviews proposal during two consecutive meetings. Any recommendations for revisions will be made during the first meeting. Initiator will make corrections to forms and documents as needed. Forms should be signature ready for the second meeting. Approval voting will occur during the second meeting. Signature of Curriculum Chair indicates approval of a majority of members present at the meeting when voting took place. Curriculum recommendations are then sent to the VP Academic Services.</p>
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IV. POST-CURRICULUM COMMITTEE APPROVAL PROCESS

The following steps will be implemented following Curriculum Committee approval.

STEP 1	Curriculum Committee The Committee Chair will sign forms for all proposals that have been approved.
STEP 2	Vice President, Academic Services The completed Course or Program Form is submitted to the Vice President of Academic Services for her/his approval.
STEP 3	Student Records Office If approved by the Vice President of Academic Services, the form is sent to the Student Records Office for any necessary system processing.
STEP 4	Academic Services 1. After processing is complete, the form is signed and returned to Academic Services for filing and distribution to: <div><div>Academic Deans Administrator, records/Student Data Administrator, Web and Portal Systems Bursar Curriculum Committee Chair</div><div>Director, Advising Director, Student Affairs Public Relations Registrar</div></div> 2. Academic Services completes any NJCCC procedures when necessary to ensure course funding and compliance with established requirements.
STEP 5	Public Relations Forwards updates to the RCGC portal, RCGC webpage and RCGC catalog.


APPENDIX A FORMS AND SAMPLE LETTERS

1. Sample Form/Helpful Hints
2. Course Form
3. Program Form
4. Transferability Form
5. Transferability Letter
6. Posting Your Materials Online


APPENDIX A1: Sample Form/Helpful Hints

The sample below highlights all the places you should supply information; continue to fill out the appropriate form in this manner, entering dates, text, or making selections.

Once you have completed the form and posted it online (see Appendix A6, below), don't forget to print a two-sided copy; sign and date it, obtain your dean's signature, and bring the form with you to the curriculum committee meeting.

 Rowan College at Gloucester County Curriculum Committee		Proposal Date Date 1 st Reading: Oct 2014 Date 2 nd Reading: Approval Date: Effective Date: When you want course to run	Course Form
Course Code: MUS 207 Course Title: Music History Survey			
<input type="checkbox"/> Course Revision <input type="checkbox"/> Course Deactivation		<input checked="" type="checkbox"/> New Course <input type="checkbox"/> Replaces (if applicable): For Revisions/Deactivations	
PRESENT COURSE DESCRIPTION: Supply information as appropriate			
PROPOSED COURSE DESCRIPTION: This course surveys the history and development of musical styles as part of the western intellectual heritage. It traces the development of notation, explores the evolution of stylistic eras in composition, and focuses on the works of representative composers for assigned listening, honing written and aural analysis skills. Although intended primarily for music majors due to the analytical component, Music History Survey can be taken as an elective by any student.			
PREREQUISITE: RDG 099		CO-REQUISITE: PRE or CO-REQUISITE:	

APPENDIX A2: Course Form


 Rowan College at Gloucester County Curriculum Committee	Course Form
Course Code: Course Title:	Date 1 st Reading: Date 2 nd Reading: Approval Date: _____ Effective Date: _____

<input type="checkbox"/> Course Revision	<input type="checkbox"/> New Course
<input type="checkbox"/> Course Deactivation	<input type="checkbox"/> Replaces (if applicable):

PRESENT COURSE DESCRIPTION:		
PROPOSED COURSE DESCRIPTION:		
PREREQUISITE:		
CO-REQUISITE:		
PRE or CO-REQUISITE:		
COURSE TYPE and CONTACT HOURS:		
Lecture Hours: _____ # Credits: _____ Total Contacts: _____	Lab/Clinical Hours: _____ Studio Hours: _____	Remedial: _____ Special: _____
RATIONALE:		
Initiator:		
Date:		
Initiator (signature): _____		

Division Name: _____ ICN: _____ Differential Funding Code: _____	FEES: _____ Materials: _____ Insurance: _____ Yes _____ No (Nursing & Allied Health Only) Circle Appropriate Fee Code: <div style="text-align: center; letter-spacing: 10px;">A B C D E G H I J X Y</div>
Course Definition/Restrictions:	
Elective <input type="checkbox"/> Major Only <input type="checkbox"/> Major Code: _____	
Elective Categories:	
General Education <input type="checkbox"/> Biology <input type="checkbox"/> Business <input type="checkbox"/> Chemistry <input type="checkbox"/> Communications <input type="checkbox"/> Computer Science <input type="checkbox"/> Engineering <input type="checkbox"/>	English <input type="checkbox"/> Health/Physical Ed <input type="checkbox"/> History <input type="checkbox"/> Humanities <input type="checkbox"/> Mathematics <input type="checkbox"/> Physical Science <input type="checkbox"/> Social Science <input type="checkbox"/>
APPROVALS:	
<div style="display: flex; justify-content: space-between;"> <div>Academic Dean _____</div> <div>Date: _____</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div>Curriculum Committee Chair _____</div> <div>Date: _____</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div>Vice President Academic Services _____</div> <div>Date: _____</div> </div>	
Processed by:	
<div style="display: flex; justify-content: space-between;"> <div>Administrator, Records/Student Data _____</div> <div>Date: _____</div> </div>	
DISTRIBUTION:	
Academic Deans Administrator, records/Student Data Administrator, Web and Portal Systems Bursar Curriculum Committee Chair	Director, Advising Director, Student Affairs Public Relations Registrar

APPENDIX A3: Program Form

		Rowan College at Gloucester County	Program Form
Curriculum Committee			
<input type="checkbox"/> New Program	Date 1 st Reading:		
<input type="checkbox"/> Program Revision	Date 2 nd Reading:		
<input type="checkbox"/> Program Deactivation	Approval Date: _____		
		Effective Date:	

New or Revised Program Name:

Existing or Previous Program Name (if applicable):

Program Deactivation:

DESCRIPTION OF PROPOSED PROGRAM, REVISION, or DEACTIVATION:

RATIONALE FOR NEW PROGRAM, REVISION, of DEACTIVATION:

Initiator:

Date:

Initiator (signature): _____

Division Name:	
Please attach one sheet listing the current program and the proposed revisions side by side with changes highlighted, and one sheet with the semester sequencing.	
APPROVALS:	
Academic Dean _____	Date: _____
Curriculum Committee Chair _____	Date: _____
Vice President Academic Services _____	Date: _____
Processed by:	
Administrator, Records/Student Data _____	Date: _____
DISTRIBUTION:	
Academic Deans Administrator, records/Student Data Administrator, Web and Portal Systems Bursar Curriculum Committee Chair	Director, Advising Director, Student Affairs Public Relations Registrar

APPENDIX A4: Transferability Form



1400 Tanyard Road
Sewell, NJ 08080

TRANSFERABILITY INFORMATION FORM

_____ will accept _____ transfer credits
[Institution] [number]

from Rowan College at Gloucester County for successful completion of

[Course Number and Course Title]

This course will be accepted in the following category/categories (Please check one or more as applicable):

General Education Requirement:

- ☐ Communication
- ☐ Math
- ☐ Science
- ☐ Technology
- ☐ Social Science
- ☐ Humanities
- ☐ History
- ☐ Diversity Course
- ☐ Major Requirement(s)
- ☐ Equivalent to Course [Course Title/Number] _____

Comments:

Signature: _____ Date: _____

Printed name: _____

Position: _____

APPENDIX A5: Transferability Letter



Dear

Rowan College at Gloucester County is considering the establishment of a new course entitled

[insert course code and Course Title here]

You will find a description of the course below. We would greatly appreciate your review of the materials. Please complete the attached form to indicate the potential transferability of this course to your institution. We welcome any additional comments or suggestions.

Thank you.

Sincerely,

Attachments:
Transferability Form

Course Description

[insert Course Description here]

APPENDIX A6: Posting your Materials Online

Once you have prepared the materials required for your proposal, you need to post them online, so that committee members can access and review them prior to the meeting(s) at which you will be presenting:

On the RCGC “P” Drive:

- CURRICULUM COMMITTEE →
- current year →
- folder for the month in which you would like to submit materials

Create a folder for your proposal, including:

- the type of proposal (new course, program revision, etc.)
- the course or program
- faculty name

EX: “CGA Prog Rev – Malinconico”

NOTE: If you are bringing multiple proposals, please create multiple folders, or use sub-folders to group/separate proposals accordingly. The point of this method of posting is to allow curriculum members to locate all documents—forms and supporting materials—associated with a given proposal.

EX: “Prog Rev: Music Option – Pavlovsky” folder will include not only

Program Revision Form, but also subfolders, for

New Course: MUS 115 [Course Form and supporting materials] and

New Course: MUS 207 [Course Form and supporting materials]

Reminders:

- Curriculum committee meets the first Thursday of each month we are in session
- Deadline for submitting materials is two weeks before each meeting
- Curriculum chair should be apprised of your submission
- *In addition to submitting your materials online, please bring one copy of Course or Program Forms (two-sided; signed and dated) with you to the curriculum meeting.*

APPENDIX B

DEGREE AND CERTIFICATE INFORMATION AND STRUCTURE

Degrees and certificates have been structured at Rowan College at Gloucester County to conform with state guidelines. Information is provided here to assist faculty writing proposals for curriculum additions and changes.

1. ASSOCIATE DEGREE PROGRAMS

Each educational program leading to an associate degree shall consist of college courses totaling at least 60 but not more than 66 semester credit hours or the equivalent. The 66-credit-hour maximum may be exceeded when required for licensure or accreditation by a recognized agency or for student transfer to full junior status.

All programs leading to an associate degree shall include a broad distribution of courses contributing to the student's general education. These courses emphasize the acquisition of knowledge, comprehension and evaluation of ideas, the ability to think constructively and creatively, and the capacity to communicate effectively. All programs should support the established Core Competencies that lead to an Associate Degree at Rowan College at Gloucester County.

a. Associate in Arts (A.A.)

The associate in arts (A.A.) degree nomenclature is appropriate for programs in the liberal arts, humanities, or fine and performing arts; such programs are transfer-oriented. For A.A. degrees, general education courses should total no fewer than 45 semester credit hours or the equivalent.

b. Associate in Science (A.S.)

The associate in science (A.S.) degree nomenclature is appropriate for programs in mathematics, the sciences, business, or in allied health fields. Such programs are transfer-oriented. General education courses for the A.S. degree should total no fewer than 30 semester credit hours or the equivalent.

c. Associate in Applied Science (A.A.S.)

The associate in applied science (A.A.S.) degree nomenclature is appropriate for programs that emphasize career preparation in the applied arts and sciences, typically at the technical or semiprofessional level. Such programs are designed to prepare students for job entry at completion of the program, notwithstanding any articulation agreements with four-year programs that may be in effect for a particular A.A.S. program. General education courses should total no fewer than 20 semester credit hours or the equivalent.

d. Specialized Associate Degree Programs

Specialized associate degree programs, such as Associate in Fine Arts (A.F.A.) and A.S. in Nursing, should normally require no fewer than 20 semester credit hours or the equivalent in general education courses.

e. Options

Options to degree programs require approval of the Curriculum Committee. "Options to A.A. S. programs shall not differ by more than 18 credits from the base program. Normally, options should differ from the base program by at least 12 credits, but an

option that differs by 9 credits may be acceptable if it demonstrates a clear change in program emphasis.” Academic Issues Committee Manual, 2005-2006.

2. CERTIFICATE PROGRAMS

A certificate program shall be a course of study which, by virtue of educational content or duration, does not satisfy requirements for an associate degree program, but which is specifically designed to offer content and skill acquisition and other experience appropriate to the objectives of such a program.

A certificate program shall be designated as a one year program of 30 – 36 semester credit hours of instruction and shall include at least six (6) semester credit hours of general education, with at least one communications course.

3. PROFESSIONAL DEVELOPMENT CERTIFICATE PROGRAMS

Professional development certificates are concentrated programs offered in specialized skill areas. They are designed for professionals who seek to develop or enhance workplace skills. Professional development certificates total between 12 – 29 credits.

4. DEGREE REQUIREMENTS CHECKLIST

Programs	Allocation Notes: The credit allocation below is consistent with the 2007 NJCC Gen. Ed. Foundation
AA	The Associate in Arts (AA) program requires 45 semester credits hours of general education coursework from among the indicated categories. A
AS	The Associate in Science (AS) program requires a minimum of 30 semester credits hours from among the indicated categories, with minimum distributions as shown. Beyond these minimums, any 30 credit subset of the AA program credit distribution will be accepted. General education coursework in excess of the 24 credits listed should follow the AA distribution limits.
Specialized Associate AAS, AFA, & AS Nursing	The specialized associate degrees shall include Applied Associate in Science (AAS), Associate in Fine Arts (AFA) and AS in Nursing. These programs shall require no fewer than 20 semester credit hours of General Education. Notwithstanding any articulation agreements, the general education courses should support career preparation. General education coursework in excess of the 12 credits listed should follow the AS distribution limits.
Certificate	The Certificate (or Academic Certificate) shall prepare students to read and write effectively. At least one other general education course is required. The Certificate of Achievement (COA) requires no general education courses beyond those, which support career education. The Certificate of Completion (COC) is a noncredit certification program, which is not applicable.

4.1 A.A. Degree Requirements

General Education Goal	A. A. (45 Credits)	List the courses* that fulfill the Gen Ed category: <small>*include course designation and title, e.g., PSY 101, Introduction to Psychology</small>
Goal 1: Communication	<u>9 credits</u> Comp I Comp II Speech	
Goal 2: Mathematics	<u>12 credits total</u> 3 MAT min.	
Goal 3: Science	3 lab science min.	
Goal 4: Technology		
Goal 5: Social Science	6	
Goal 6: Humanities (Art, music, and theatre appreciation, Foreign Language, Literature, Philosophy, Religious Studies)	9	
Goal 7: History	6	
Goal 8: Diversity¹	3	
[Extra Gen Ed courses:]		
Total	45	

Physical Education	1 – 2	One course required
Electives	16-17	
TOTAL	63-64	

¹ Any course whose primary purpose is to expose students to a multicultural society or people possibly within the context of non-introductory study of a foreign language. If this goal is integrated into one or more general education course(s), the three credits may be moved from this category to another general education category.

4.2 A.S. Degree Requirements

General Education Goal	A.S. (30 Credits)	List the courses* that fulfill the Gen Ed category: <small>*include course designation and title, e.g., PSY 101, Introduction to Psychology</small>
Goal 1: Communication	6	
Goal 2: Mathematics	<u>9 credits total</u> 3 MAT min.	
Goal 3: Science	3 lab science min.	
Goal 4: Technology		
Goal 5: Social Science	3	
Goal 6: Humanities	3	
Social Science or Humanities	3	
Goal 7: History		
Goal 8: Diversity		
Unassigned Gen Ed	6	
Total	30	

Physical Education	1 – 2	
Electives	32	
TOTAL	63-64	

4.3 Specialized Degree Requirements

General Education Goal	A.A.S./A.F.A./ A.S. Nursing (20 Credits)	List the courses* that fulfill the Gen Ed category: <small>*include course designation and title, e.g., PSY 101, Introduction to Psychology</small>
Goal 1: Communication	6	
Goal 2: Mathematics	3	
Goal 3: Science		
Goal 4: Technology		
Goal 5: Social Science	3	
Goal 6: Humanities		
Goal 7: History		
Goal 8: Diversity		
Unassigned Gen Ed	8	
Total	20	

Physical Education	1 – 2*	
Electives	42	
TOTAL	63-64	

4.4 Certificates

General Education Goal	Certificate (6 Credits)	List the courses* that fulfill the Gen Ed category: <small>*include course designation and title, e.g., PSY 101, Introduction to Psychology</small>
Goal 1: Communication	3	
Goal 2: Mathematics	3	
Goal 3: Science		
Goal 4: Technology		
Goal 5: Social Science		
Goal 6: Humanities		
Goal 7: History		
Goal 8: Diversity		
<i>Total</i>	<i>6</i>	

APPENDIX C

The NJ AAAG* sponsored General Education Institute Team Recommendations

August 15, 2007

Members: Linda Bregstein Scherr, MerCC; George Cronk, BerCC; Susan DePhillipis, ACCC; Nancy Kegelman, BroCC; Cheryl Reagan, SuCCC; John Steiner, SalCCC; Gary Porter, Team Leader, BerCC

Overview: The AAAG sponsored a team of faculty and administrators to attend a General Education Institute sponsored by the AAC & U. The team worked together from Saturday, May 19 until Tuesday, May 22. Below and attached are recommendations, additions, and revisions to existing documents. Please note that ‘**NO**’ changes in the General Education Foundation have occurred. This version is most consistent with the original 1997. Language has been added to increase clarity and/or enhance connectedness to the original version. It is expected that these documents will support future state wide efforts to enhance consistency across the community college sector.

Recommendations:

1. AAAG review and approve the following documents:
 - o **General Education Foundation** (August 15, 2007 Version)
 - o **NJCC General Education Goals and Objectives** (August 15, 2007 Version),
 - o **NJCC General Education Course Criteria** (August 15, 2007 Version),
 - o Policy Statement on CC General Education Credit
 - o New Jersey Community College Procedure Governing the Operation of the **General Education Requirements Committee**
2. AAAG advises the CC Presidents that it has adopted the reformatted version of the
 - o **General Education Foundation** (August 15, 2007 Version)
3. AAAG recommends to the CC Presidents the
 - o Policy Statement on CC General Education Credit
4. AAAG has agreed to revisit these issues as related to Community College General Education.
 - o NJCC General Education Goal 4 **Technological Competency or Information Literacy**
 - o NJCC General Education Goal 9 **Ethical Reasoning and Action**
 - o Explore a unified course numbering system

*Academic Affairs Affinity Group [Formerly AOA]

**A General Education Foundation for
Associate in Arts, Associate in Science, Specialized Associate, and Certificate Programs
in New Jersey's Community Colleges**

(1997 Adoption, August 15, 2007 Revision)

General Education Goal(s) addressed									Course Categories (Goal Categories)	AA credits	AS credits	AAS, AFA AS Nursing credits	Certificate credits
1								9	Communication (Written and Oral Com.)	9	6	6	3
	2	3	4					9	Mathematics – Science – Technology Mathematics 3-8 cr. (Quant. Knlg. & Skills) Science 3-8 cr. (Sci. Knlg. & Rsng.) Technological Competency or Information Literacy 0-4 cr.	12	9	3	3
				5				9	Social Science (Society and Human Behavior)	6	3	3	
					6			9	Humanities (Humanistic Perspective)	9	3		
						7		9	History (Historical Perspective)	6			
							8	9	Diversity courses (Global & Cult. Awns.)	3			
Unassigned general education credit											6	8	
<i>General education foundation total</i>										45	30	20	6

Gen. Ed. Foundation Course Categories	NJCC Goal Categories*	Course Criteria: Below are brief descriptions of the course criteria for satisfying the requirements. For fuller description see the NJCC GE Course Criteria (August 15, 2007).
1 Communication	1 Written and Oral Communication	An array of courses which prepare students to speak, read, and write effectively. At least two of these must be composition courses for A.A. and A.S. degrees. At least one of these must be a composition course for specialized degree programs and certificates.
2 Mathematics	2 Quantitative Knowledge and Skills	Any college level mathematics course including statistics, algebra, or calculus course(s). These courses should build upon a demonstrated proficiency in basic algebra.
3 Science	3 Scientific Knowledge and Reasoning	Any course(s) in the biological or physical sciences – or non-majors survey course. At least one of these courses must have a laboratory component.
4 Technology	4 Technological Competency or Information Literacy	Any course that emphasizes common computer technology skills (e.g. computer science, information technology) that helps students to access, process, and present information. This component is not required for students who can demonstrate competency.
5 Social Science	5 Society and Human Behavior	Any introductory course(s) from among anthropology, economics, geography, political science, psychology, or sociology.
6 Humanities	6 Humanistic Perspective	Any broad-based course(s) in the appreciation of art, music, or theater; literature; foreign language; history; philosophy and/or religious studies.
7 History	7 Historical Perspective	Any broad-based course(s) or sequence of courses in World, Western, non-Western, or American History.
8 Diversity courses	8 Global and Cultural Awareness	Any course whose primary purpose is to expose students to a multicultural society or people possibly within the context of non-introductory study of a foreign language. If this goal is integrated into one or more general education course(s), the three credits may be moved from this category to another general education category.
	9 Ethical Reasoning and Action	This ethical reasoning and action goal may be infused in any of the above categories. These courses should include the ethical implications of issues and situations.

Note: This document should be used in conjunction with the **NJCC GE Learning Goals & Suggested Individual College-wide Learning Obj.** (8- 15-2007).

Programs	Allocation Notes: The credit allocation below is consistent with the 1997 NJCC Gen. Ed. Foundation grid.
AA	The Associate in Arts (AA) program requires 45 semester credits hours of general education coursework from among the indicated categories. A
AS	The Associate in Science (AS) program requires a minimum of 30 semester credits hours from among the indicated categories, with minimum distributions as shown. Beyond these minimums, any 30 credit subset of the AA program credit distribution will be accepted. General education coursework in excess of the 24 credits listed should follow the AA distribution limits.
Specialized Associate AAS, AFA, & AS Nursing	The specialized associate degrees shall include Applied Associate in Science (AAS), Associate in Fine Arts (AFA) and AS in Nursing. These programs shall require no fewer than 20 semester credit hours of General Education. Notwithstanding any articulation agreements, the general education courses should support career preparation. General education coursework in excess of the 12 credits listed should follow the AS distribution limits.
Certificate	The Certificate (or Academic Certificate) shall prepare students to read and write effectively. At least one other general education course is required. The Certificate of Achievement (COA) requires no general education courses beyond those, which support career education. The Certificate of Completion (COC) is a noncredit certification program, which is not applicable.

NJCC General Education

Learning Goals and Suggested Individual College-wide Learning Objectives

(1997 Adopted, August 15, 2007 Revision)

New Jersey Community College General Educational Philosophy: Students are empowered to meet twenty-first century challenges through learning processes that lead to knowledge acquisition, skills mastery, critical thinking, and the exercise of personal, social, and civic responsibilities.		
The Colleges maintain responsibility for offering a general education program, whose learning objectives facilitate attainment of all NJCC Gen Ed Learning Goals . Course-level learning objectives must be consistent with the Individual College-wide Learning Objectives that fulfill the NJCC Gen Ed Learning Goals . (Local general education courses must also be consistent with NJCC GE Course Criteria for satisfying requirements.)		
NJCC Goal Categories (Course Category)	NJCC Gen. Ed. Learning Goals Critical thinking is embedded	Suggested Individual College-wide Learning Objectives: Colleges have discretion in the established of Individual College-wide Learning Objectives that support the achievement of the NJCC Learning Goals . The following is a list of examples.
1 Written and Oral Communication (Communication)	Students will communicate effectively in both speech and writing.	<ul style="list-style-type: none"> a. Students will explain and evaluate what they read, hear, and see. b. Students will state and evaluate the views and findings of others. c. Students will logically and persuasively state and support orally and in writing their points of view or findings. d. Students will evaluate, revise, and edit their communication.
2 Quantitative Knowledge and Skills (Mathematics)	Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.	<ul style="list-style-type: none"> a. Students will translate quantifiable problems into mathematical terms and solve these problems using mathematical or statistical operations. b. Students will construct graphs and charts, interpret them, and draw appropriate conclusions.
3 Scientific Knowledge and Reasoning (Science)	Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.	<ul style="list-style-type: none"> a. Applying the scientific method, students will analyze a problem and draw conclusions from data and evidence. b. Students will distinguish between scientific theory and scientific discovery, and between science and its scientific technological applications, and they will explain the impact of each on society.
4 Technological Competency or Information Literacy (Technology)	Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.	<ul style="list-style-type: none"> a. Students will use computer systems and/or other appropriate forms of technology to present information. b. Students will use appropriate forms of technology to identify, collect, and process info. c. Students will use appropriate library/learning resource tools such as cataloging systems to access information in reference publications, periodicals, bibliographies, and data bases. d. Students will recognize when information is needed and be able to locate, evaluate, and use information.
5 Society and Human Behavior (Social Science)	Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.	<ul style="list-style-type: none"> a. Students will analyze and discuss behavioral or societal issues using theories and concepts from a social science perspective. b. Students will explain how social institutions and organizations influence individual behavior. c. Students will describe and demonstrate how social scientists gather and analyze data and draw conclusions. d. Students will apply civic knowledge both locally and globally and engage in activities that exercise personal, social, and civic responsibility.
6 Humanistic Perspective (Humanities)	Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.	<ul style="list-style-type: none"> a. Students will describe commonly used approaches and criteria for analyzing works*. b. Students will analyze works* and applying commonly used approaches and criteria. c. Students will demonstrate a value added competence in the production and comprehension of a foreign language. <p>* in the fields of art, music, or theater; literature; philosophy and/or religious studies and possibly within the context of studying and using a language other than English.</p>
7 Historical Perspective (History)	Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.	<ul style="list-style-type: none"> a. Students will state the causes of a major historical event and analyze the impact of that event on a nation or civilization. b. Students will discuss a major idea, movement, invention or discovery, and how it affected the world or American society. c. Students will demonstrate how writers' interpretations of historical events are influenced by their time, culture, and perspective.
8 Global and Cultural Awareness (Diversity courses)	Students will understand the importance of a global perspective and culturally diverse peoples.	<ul style="list-style-type: none"> a. Students will link cultural practices and perspectives with geographic and/or historical conditions from which they arose. b. Students will explain why an understanding of differences in people's backgrounds is particularly important to American society. c. Students will recognize and explain the possible consequences of prejudicial attitudes and discriminatory actions. d. Students will recognize and assess the contributions and impact of people from various nations and/or cultures.
9 Ethical Reasoning and Action	Students will understand ethical issues and situations.	<ul style="list-style-type: none"> a. Students will analyze and evaluate the strengths and weaknesses of different perspectives on an ethical issue or a situation. b. Students will take a position on an ethical issue or a situation and defend it.
Note: This document should be used in conjunction with the General Education Foundation (8- 15- 2007) and the NJCC GE Course Criteria (8-15- 2007).		

NJCC General Education

Course Criteria

for Satisfying the NJCC Gen Ed Foundation

(August 15, 2007 Edition)

New Jersey Community College Educational Philosophy: Students are empowered to meet twenty-first century challenges by achieving learning that involves knowledge acquisition, skills mastery, critical thinking, and the exercise of personal, social, and civic responsibilities.		
NJCC Goal Categories (Course Category)	NJCC Learning Goals*	Course Criteria: These criteria for satisfying requirements are consistent with 1997 NJCC Gen. Ed. Foundation. Neither this nor preceding updates have modified the NJCC Gen. Ed. Foundation and their course criteria.**
1 Written and Oral Communication (Communication)	Students will communicate effectively in both speech and writing.	An array of courses which prepare students to speak, read, and write effectively. At least two of these must be composition courses for A.A. and A.S. degrees. At least one of these must be a composition course for other programs and certificates. This category is typically limited to courses such as English Composition I, English Composition II, and a Speech / Human Communications course.
2 Quantitative Knowledge and Skills (Mathematics)	Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.	Any college level mathematics course including statistics, algebra, or calculus course(s). These courses should build upon a demonstrated proficiency in basic algebra. Students are expected to demonstrate proficiency in basic algebra as part of the AA and AS degrees. Institutions are free to determine a basic algebra proficiency requirement for specialized associate degrees and certificates on an individual basis.
3 Scientific Knowledge and Reasoning (Science)	Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.	Any course[s] in the biological or physical sciences for science majors. Survey courses in biology, chemistry, and physics fulfill this requirement for non-science majors. At least one of the courses taken must have a laboratory component.
4 Technological Competency or Information Literacy (Technology)	Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.	Any course that emphasizes common computer technology skills (e.g. computer science, information technology) that helps students access, process, and present information. This component is not required for students who can demonstrate competency.
5 Society and Human Behavior (Social Science)	Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.	Any introductory*** course(s) from among anthropology, economics, geography, political science, psychology, or sociology. Typically this category is limited to broad-based**** courses.
6 Humanistic Perspective (Humanities)	Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.	Any broad-based**** course[s] in the appreciation of art, music, or theater; literature; foreign language; history; philosophy and/or religious studies. This category may include any broad-based course which is fundamentally the appreciation of a performing or a creative art. Typically studio arts courses, both performing and creative, involve predominately performance and creation, and therefore do not satisfy this requirement. This category also includes any broad-based**** course which is fundamentally a literature course. Typically journalism, creative writing, and other specialized writing courses involve predominately writing, and therefore do not satisfy this requirement.
7 Historical Perspective (History)	Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.	Any broad-based****course(s) or sequence of courses in World, Western, non-Western, or American History.
8 Global and Cultural Awareness (Diversity courses)	Students will understand the importance of a global perspective and cultural diverse peoples.	Any course whose primary purpose is to expose students to a multicultural society or people possibly within the context of non-introductory study of a foreign language. If this goal is integrated into one or more general education course(s), the three credits may be moved from this category to another general education category.
9 Ethical Reasoning and Action	Students will understand ethical issues and situations.	These courses include the ethical implications of issues and situations. This ethical reasoning and action goal may be infused in any of the above categories.
* The Colleges maintain responsibility for offering a general education program, whose learning objectives facilitate attainment of all NJCC Learning Goals . Local general education courses must be consistent with Course Criteria for satisfying requirements. (Course-level learning objectives must also be consistent with the Individual College-wide Learning Objectives that fulfill the NJCC Gen Ed Learning Goals .)		
** The NJ Academic Officers Association has the responsibility of affirming individual course classification approved by institutions based upon the NJCC General Education Learning Goals and the NJCC General Education Course Criteria for Satisfying the NJCC Gen Ed Foundation .		
*** Introductory is defined as general, i.e., not focused on "majors" or academic and vocational specializations. Its object is "common learning," based on those realities, experiences, and concerns which all humans share. Its subject matter is part of what all educated people have (and should have) in common.		
**** Broad based is defined as having a foundation or basis that is wide in range; comprehensive or extensive.		
Note: This document should be used in conjunction with the General Education Foundation (August 15, 2007) and the NJCC GE Learning Goal & Suggested Individual College-wide Learning Objective (August 15, 2007).		

New Jersey Community College Policy on
General Education Credit
August 15, 2007

Policy:

Community Colleges shall construct associate degrees and certificates in such a manner that they are consistent with all existing applicable NJCHE regulations and the Academic Issues Committee manual of the NJ President's Council. All general education courses shall satisfy the criteria for the New Jersey Community College (NJCC) **General Education Foundation** credit. The general education portion of all associate degrees and certificates shall match the distributions and totals as set forth in the NJCC **General Education Foundation**.

1. The NJCC **General Education Foundation** policy represents and specifies the exact number, type, and total general education credits that degrees and certificates are licensed to contain.
 - a. General education coursework 1-2 credits in excess of the NJCC **General Education Foundation** may be included in the general education portions of any degree or certificate as long as the program stays within the 66 credit maximum.
 - b. Coursework in excess of the NJCC **General Education Foundation** and the 1-2 credits discussed above shall be considered support courses for the major and subject to transfer and articulation policies and procedures governing the program course work.
2. The Academic Affairs Affinity Group (AAAG) is responsible for the affirmation of and continued compliance with this policy. The AAAG is responsible to reaffirm course compliance every two years.

Rationale

Two recent reviews of the community college curriculum have been completed in September 2006 and May 2007. The findings were the following:

- o Associate degrees and certificates were identified that had either not enough (insufficient) or too much (bloat) coursework when compared to the distributions and requirements as set forth in the NJCC **General Education Foundation**
- o Locally approved general education courses did not satisfy the general education course criteria (drift) inherent in the NJCC **General Education Foundation**.
- o Community colleges require students to complete an array of courses that neither match NJCC **General Education Foundation** nor fulfill requirements within a program.

New Jersey Community College Procedure
Governing the Operation of the General Education Coordinating Committee
August 15, 2007

1. The NJ CC Academic Affairs Affinity Group (AAAG) shall establish a sub-committee of AAAG called the General Education Coordinating Committee or GECC.
2. The GECC will be charged to:
 - a. Facilitate the communication regarding the NJCC GE among and on the CC campuses,
 - b. Act as a repository of general education best practices (in particular assessment), policies, and procedures,
 - c. Promote faculty development in support of the understanding and application of general education policies,
 - d. Identify and report on changes in the general educational landscape, and
 - e. Establish procedures for and conduct the General Education Course Review (see 6)
3. The membership of GECC will be composed of:
 - a. One faculty member from each CC, who represents an expertise broad enough to cover the nine general education goals and categories, and who is asked to serve by the local chief academic officer (CAO) of the college,
 - b. Additional academic officers, chief academic officers, and a student development officer, who are asked to serve by AAAG, and
 - c. A chair who is a CAO and is appointed by AAAG.
4. The GECC will meet twice a year in the fall and spring semester following a regular AAAG meeting. As needed, additional meetings may be scheduled including a workshop to create opportunities to investigate and discuss issues at greater length.
5. Each CC will have one vote on actions involving policies and recommendations.
6. The General Education Course Review
 - a. Each CC is responsible for reviewing and approving the courses for the institutions general education program.
 - b. All courses approved by an institution as satisfying the NJCC Gen Ed Foundation are submitted by the institution to GECC.
 - c. The GECC will review and affirm all courses previously approved by a CC as having satisfied the criteria for general education credit.
 - d. When the GECC acts to affirms, that courses have satisfied the criteria for general education credit, then no further reviews are required.
 - e. Courses not acted upon by the GECC will be reviewed for affirmation by the AAAG.
 - i. Colleges will be given an opportunity to provide additional supporting evidence to show how a particular course satisfies the criteria prior to AAAG review.
 - ii. GERC may be asked to provide additional information in support of AAAG's reviews of general education course work.

APPENDIX D

ROWAN COLLEGE AT GLOUCESTER COUNTY CORE COMPETENCIES

The core competencies, adopted by the Faculty Senate in April 2014, now mirror the NJCC General Education Foundation. The list reflects the *core* competencies that are essential for all RCGC graduates, but does not include *all* competencies that our graduates should possess. Critical Thinking is embedded in all courses and Teamwork and Personal Skills may be embedded at the instructor's discretion.

Written and Oral Communication

Students will communicate effectively in both speech and writing.

Quantitative Knowledge and Skills

Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.

Scientific Knowledge and Reasoning

Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.

Technological Competency

Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Society and Human Behavior

Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Humanistic Perspective

Students will analyze works in the fields of art, history, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Historical Perspective

Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Global and Cultural Awareness

Students will understand the importance of a global perspective and culturally diverse peoples.

Ethical Reasoning and Action

Students will understand ethical issues and situations.

Information Literacy

Students will address an information need by locating, evaluating, and effectively using information.

APPENDIX E

NEW STATE-WIDE TRANSFER AGREEMENT **(12/13/06)**

Approved by the NJPC Executive Board on December 22, 2006

PURPOSE: Seamless transition from associate to baccalaureate degree programs and supporting the successful acquisition of baccalaureate degrees by transfer students.

A. TRANSFER

General Principle: An A.A. or A.S. degree from a NJ community college will be fully transferable as the first two years of a baccalaureate degree program at NJ four-year institutions.

Corollary Principles:

1. Students transferring with an A.A. degree into a B.A. program or an A.S. degree into a B.S. program will have accepted for transfer exactly half of the credits required for the basic four-year degree and will have exactly half of the-credits to complete at the four-year institution. Such students will have Junior status upon enrollment at the four-year institution. *[For example, at William Paterson, where the basic four-year degree is 128 credits, the transfer student's A.A. or A.S. degree will transfer in exactly 64 credits, and the student will have exactly 64 credits remaining to complete at William Paterson for the degree. At Montclair State, where the basic four-year degree is 120 credits, the transfer student's A.A. or A.S. degree will transfer in exactly 60 credits, and the student will have exactly 60 credits remaining to complete at Montclair State for the degree.]*
2. Such transfer students will be considered to have completed all lower division General Education requirements.
3. It is up to the four-year institution to identify for the student upon admission any requirements in regard to the remaining half of the credits. *[For example, where half of the degree program is equal to 64 credits, the receiving institution might say that the student must complete 36 credits for the major, 6 credits in foreign languages, and 22 elective credits, but the total requirements cannot be more than 64 credits or half of the total degree requirement.]*
4. The only reason a student would be required to take more than the standard half of credits for the four-year degree is if entrance into a required course at the four-year institution requires a prerequisite course which the student has not completed at the community college, and the student cannot fit that prerequisite within the remaining credits to be taken at the four-year institution. The four-year institutions will make such prerequisite information clear so that students can take appropriate coursework at the community college.

5. 100 and 200 level courses at the community college that deal with the same subject matter as 100 and 200 level courses at the four-year institutions will be accepted as equivalent. *[For example, if Calculus II (a 200 level course) is a prerequisite for enrollment in Linear Algebra (a 300 level course) at the four-year institution, and if the transfer student has taken Calculus II at the community college, they will be able to enroll in Linear Algebra at the four-year institution, no questions asked.]*
6. By definition, 300- and 400-level courses at four-year institutions have no course equivalents at the community colleges.
7. It is in transfer students' best interests that community college courses be well aligned with the courses offered at the four-year institutions. This alignment is best accomplished by faculty-to-faculty discussions across the institutions in all sectors. To insure that students can prepare themselves well to succeed in baccalaureate coursework, course evaluations that now take place as part of NJTransfer will continue, and the community colleges will advise their students as to which courses will best prepare them for transfer. *[For example, Calculus II, whether taught at a four-year institution or a community college, should generally address Riemann integral applications, transcendental functions, techniques of integration, improper integrals, L'Hospital's rule, and infinite series.]*
8. For five-year programs or other specialized programs where the degree requires more than the standard four-year credit requirement, the transfer student will be required to complete all credits in excess of the 60/64 credits transferred to the institution at the four-year institution, in exactly the same manner as native students. *[For example, for a student transferring to Montclair State into the B.S. program in Physical Education with dual teacher certification in Physical Education and Health the credit distribution would be 60 credits at the community college and 84 credits at Montclair State to reach the required program total of 144 credits. For a student transferring to Rowan into a Chemical Engineering program the credit distribution would be 60 credits at the community college and 72 credits at Rowan to reach the required program total of 132 credits. As noted in principle 4. above, students who have not completed required prerequisite courses as part of their community college program might have to take additional credits.]*

B. ADMISSION

General Principles:

1. Admission to a four-year college or university will depend, as do all admissions, on the four-year institution's assessment of the overall strength of the student's academic record and the availability of places in the receiving institution. Senior institutions are not expected to exceed their enrollment goals to accommodate transfer students.

2. Applicants for transfer from a New Jersey community college shall be given priority consideration for admission over an equally qualified transfer applicant who is not a resident of New Jersey.
3. A transfer student's admission into a particular major will be subject to the specific requirements for admission to that major, consistent with such requirements for native students. (See also A. 1. above.)

C. GENERAL EDUCATION

General Principle: The community colleges shall require for transfer students a general education program that conforms to parameters that are summarized below:

1. 45 Credits for A.A. degrees, as follows:
 - 9 credits in Communication (two courses in Composition and one in speech or human communication)
 - 12 credits in Mathematics, Science, and Computer Science (including 3-8 credits in Mathematics at a level that minimally requires a prerequisite of basic algebra; 3-8 credits in science in general biology, chemistry, or physics, at least one of which must have a laboratory component; 0-4 credits in a rigorous introduction to computer science or a computer applications course)
 - 6 credits in Social Science (selected from introductory courses in Anthropology, Economics, Geography, Political Science, Psychology or Sociology)
 - 9 credits in Humanities (any broad-based courses in Art, Music, Theater, Literature, Foreign Language, Philosophy, Religious Studies or History)
 - 6 credits in History
 - 3 credits in Diversity courses
2. 30 credits for A.S. degrees, as follows:
 - 6 credits in Communication (a minimum of 2 courses in Composition, may include an additional course in Speech or Human Communication)
 - 9 credits in Mathematics, Science or Computer Science (as above)
 - 3 credits in Social Science (at least one introductory course from among Anthropology, Economics, Geography, Political Science, Psychology, or Sociology)
 - 3 credits in Humanities (at least one broad-based course in History; Art, Music, or Theater Appreciation; Literature; a Foreign Language; Philosophy and/or Religious Studies)
 - 3 additional credits in Social Science or Humanities
 - 6 credits from any category in the A.A. program credit distribution

A.S. students who accumulate more than 30 general education credits should follow the A.A. distribution requirements.

D. EVALUATION

A committee of the Presidents' Council will review the effectiveness of this statewide transfer agreement every two years.

APPENDIX F

GLOSSARY

Master Syllabus: A baseline syllabus that provides the course description, identifies Core Competencies addressed in the course, and maps Student Learning Outcomes to Core Competencies and Assessment activities. A topical outline or specifics of course content may be included. This syllabus is the same for all sections of the same course.

Instructor Outline: A listing of the topics and learning activities for a course. This is developed by individual faculty and distributed to students on the first day of class. The outline should communicate all specific course policies, requirements and grading.

Hybrid course: 25% to 50% of all class meetings are conducted online. The remaining class meetings take place on campus in the scheduled classroom.

Online course: All course requirements are completed online. Some online instructors may require that tests be taken on campus or at an approved testing center.

Web-enhanced course: Web-Enhanced Course: Less than 25% of the class is conducted online. The remaining class meetings take place on campus in the scheduled classroom.

Student Learning Outcomes: Operational statements describing specific student behaviors that evidence the acquisition of desired knowledge, skills, abilities, capacities, attitudes or dispositions. Learning outcomes can be usefully thought of as behavioral criteria for determining whether students are achieving the educational objectives of a program, and, ultimately, whether overall program goals are being successfully met. Outcomes are sometimes treated as synonymous with objectives, though objectives are usually more general statements of what students are expected to achieve in an academic program. (Allen, Noel, Rienzi & McMillin 2002)