



CURRICULUM HANDBOOK

FALL 2019

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INTRODUCTION

The Curriculum Handbook is a guide to assist faculty in the development and modification of curriculum. Forms are required to:

- develop a new program, option, or certificate
- modify a program, option or certificate
- develop a new course
- revise an existing course
- request General Education status for a course
- develop an experimental course
- discontinue a program, option or certificate
- discontinue a course

Curriculum changes require approval by individuals and/or committees. Changes should be submitted to the Vice President for Learning early in an academic year to allow time for approval and to meet the deadline for the next catalog year.

EXTERNAL REQUIREMENTS AND APPROVAL PROCESSES

In addition to the College's internal approval process, there are external reporting requirements, standards and processes that the College must follow for courses and programs.

COURSES

- **New Jersey Council of County Colleges (NJCCC)** www.njccc.org provides statewide leadership for New Jersey's nineteen community colleges including coordinating responsibilities required by state law.
 - ◆ **Course Review Committee (CRC)**, a subcommittee of the NJCCC, is responsible for the review of all credit courses that are included in the statewide course inventory of credit courses that qualify for state funding.

Each January/February, the CRC requires submission of the following course changes that have been approved through our internal process for the prior year:

1. Each new credit course (including lecture, lab, clinical hours)
2. Each course with a change in credit hours (including lecture, lab, clinical hours)
3. Change in course title(s)
4. Changes in course number system (code)
5. List of deleted courses
6. List of inactive courses
7. List of courses offered entirely or jointly through contracts with third party vendors
8. List of courses funded by grant programs

The documentation is reviewed by the CRC to determine whether the courses qualify for state funding. The CRC notifies the College of their decision. The College has the opportunity to appeal courses that are not approved for funding. A complete list of approved courses is available on the CRC website.

General Education Designation -- Academic Affairs Affinity Group (AAAG) is a committee comprised of Academic Officers from the nineteen community colleges. The **AAAG Learning Innovations Committee** is a subcommittee with responsibility for reviewing new and revised general

education courses from all nineteen community colleges for compliance with the NJ General Education Foundation and the NJCC General Education Guiding Principles.

Courses approved as meeting General Education requirements through Brookdale's approval process are submitted to the AAAG Learning Innovations Committee for review and approval.

PROGRAMS

- **The New Jersey Presidents' Council (NJPC)**. As defined by N.J.S.A. 18A, the NJPC is responsible to review new academic programs from all of New Jersey's colleges and universities.
 - ◆ **Academic Issues Committee (AIC)** is a subcommittee of the NJPC assigned to review and recommend new programs to the NJPC. Institutions are also required to notify the AIC of new options and certificates, changes in program nomenclature and program deletions. AIC procedures and additional information are available in the [Academic Issues Committee Manual \(AIC Manual\)](#).
- **N.J.A.C. Title 9A:1-2.3 Associate degree programs** is the New Jersey Administrative Code that stipulates the standards for associate degree programming in New Jersey as to the number of program credits and general education credits for an A.A., A.S. and A.A.S. See [AIC Manual](#) Appendix I.
- **Perkins Grant Career Programs-** The Perkins Grant is administered by the NJDOE Office of Career and Technical Education. Brookdale's A.A.S. programs, some A.S. programs and Certificates are eligible for Perkins funding. The NJCCC established guidelines for Perkins fundable programs. The NJCCC recommends that "colleges make more clear in their college catalogs the specific job titles for which Perkins-eligible programs prepare students." A list of approved Perkins fundable program is available in the office of the Vice President for Learning.

CERTIFICATES

- **Federal Student Aid Gainful Employment Disclosure Requirements.**
 - ◆ Procedures for institutional notification to the Department of Education for new certificates require submission of specific data in order for a certificate to be eligible to participate in financial aid programs. The required information is incorporated in Brookdale's New Certificate Form. Gainful employment disclosures are required for certificates with 16 or more credits.

CURRICULUM FORMS

NEW COURSE PROPOSAL FORM INSTRUCTIONS

New courses must be unique and should not duplicate offerings that exist in other disciplines unless there is a valid rationale, such as difference in focus, purpose, or usage. In developing a new course, the originator should consult with his/her department, Institute Dean, counseling, and Advisory Board (if applicable).

See form page 5 and available here: [New Course Proposal form](#). For information on completing the form:

Credits, Lab/Studio Hours, Lecture Hours/Clinical Hours:

Refer to the College's [Academic Credit Hour Policy](#) for information on credits, lecture, lab, studio, clinical and internship hours.

Course level: Below are the criteria for 100 and 200 level courses.

Criteria for 100-Level Courses

- Survey or introductory courses
- Basic courses taken in the first year of a program
- Basic foundation for students to build upon

Criteria for 100-Level 2nd Sequence Courses*

- Require prerequisite or permission of instructor
- Build upon knowledge or skills learned in prerequisite course (e.g. ACCT 101 and 102 or SPAN 101 and 102)
- Require more advanced competencies
- Increase in complexity
- *100-level 2nd sequence courses should meet a majority of the above criteria.

Criteria for 200-Level Courses*

- Typically requires a prerequisite
- Courses have more depth than 100-level courses
- Requires previous knowledge
- Require more advanced competencies than 100-level courses
- Increase in complexity
- Intermediate/advanced skills

*200-level courses should meet a majority of the above criteria.

The **Course Description** should include a description of course content and course competencies. If appropriate, the course should clearly identify the audience and where it fits into the instructional sequence. The descriptions may also provide necessary or special information about the course such as laboratories, field trips, dangerous chemicals, extra expenses or special equipment requirements, as well as any additional time requirements (such as lab hours). Course descriptions should be written as clearly and concisely as possible.

Prerequisites and Corequisites:

List any prerequisites and/or corequisites for the course.

- Prerequisites are courses that must be taken prior to taking the course.
- Corequisites are courses that must be taken with the course.

- Prerequisites or Corequisites are courses that may be taken with the course in question, or prior to taking the course.

If you expect a prerequisite to have a certain grade level you must include same (e.g., a grade of “C” or higher in course code and number). Please note this information must also be included in Course Description above. Setting prerequisites is the right and obligation of individual disciplines.

Course learning outcomes:

Identify the course learning outcomes and how students will demonstrate acquisition.

Rationale:

Answer questions 1 through 6. Provide information as to the need for the course, how it integrates with current offerings. Include Advisory Board and five-year program review recommendations. New courses in Perkins fundable programs should be reviewed by Advisory Board Committees.

General Education:

If requesting **General Education** for the new course, complete the [General Education Course Approval Form](#) selecting the appropriate knowledge area: Communications (C), Humanities (HU), Social Sciences (SS), Mathematics (M), Sciences (SC), Technological Competency (IT), History (HI), Cultural and Global Awareness (CG). Information Literacy (IL) and Ethical Reasoning and Action (E) are integrated goals.

General Education Guiding Principles, course criteria are available on the NJCCC web site. A syllabus providing the evidence stated in the rationale for requesting general education, and a Transferability Search obtained from the Director of Transfer Resources/Articulation must be attached.

Resources:

List any additional resources required to offer the course.

Technological Competency (non Gen Ed course) Courses designed as (t) emphasize common computer skills where the students will use computer systems and other appropriate forms of technology to achieve professional, educational and personal objectives. Provide rationale. Syllabus should support rationale.

Transfer:

Contact Director-Transfer Resources ajankowski@brookdalecc.edu for a [Transferability study](#) for the new course.

Syllabus:

Attach a course syllabus. Use the syllabus template. The course title, description, credits, lecture, lab hours, and requisites listed in the syllabus must be the same as identified on the new course proposal form.

APPROVAL/REVIEW PROCESS

Course should be approved/reviewed by the following: Department Chair, Advising/Counseling, Institute Dean, Institute Administrator, Institute Deans, Vice President for Learning, Academic Council, General Education Committee (if requesting General Education), Registrar, and President.

Notification of final approval is sent by the Office of Vice President for Learning to: Department Chair, Institute Dean, Director-Student Services, Counselors, Advisors, Directors-Regional Locations, Student Services Generalists, Registrar, Director-Transfer Resources/Articulation, Director- Outcomes Assessment



Originator:	Date:
Department:	Institute:
Proposed code: (Registrar determines code)	Title: Short title: (Add short title if long title more than 30 characters)
Credits:	Lecture hours:
Lab/studio hours:	Clinical hours:
Lab fee:	Other (e.g. internship):
Course capacity:	Allow course to be waitlisted (Y/N):
Course level (select below): link for 100 and 200 course level criteria	

☐ Foundational studies ☐ 100 level ☐ 100 level 2nd sequence ☐ 200 level

Term and year of first planned offering:

How often will course be offered: (every semester, fall only, etc.)?

Course Description (type below). Course description should clearly and concisely describe course and course competencies. If appropriate, identify the audience and where it fits in the instructional sequence. May include necessary or special information such as field trips, special equipment, extra expenses or additional time requirements.

Prerequisite(s):

Corequisite(s):

**Prerequisite or
Corequisite:**

Course learning outcomes: list course learning outcomes below

•

How will students demonstrate acquisition of the course learning outcomes?

Rationale (complete 1 through 6 below):

1. Describe the need for the course. Will this course be a program requirement? If yes, complete program change form. If no, explain who will take this course. If requesting general education, complete for General Education Course Approval form.
2. If this course was previously offered as an experimental course, what was the enrollment in the course?
3. How does this course integrate with current offerings? Search the catalog for similar course offerings. List these courses and explain how this course is different.
4. If there are other disciplines involved, do they support this proposal?
5. If this course is a career studies course, has the course been recommended or reviewed by an Advisory Board?

6. Is this course proposal a result of five-year program review recommendations?	
Resources. List any additional resources and associated costs required to offer this course (facilities, equipment, staffing, print materials, other):	
Complete this section if requesting (t) technological competency (non Gen Ed) for this course. <i>Courses designated as (t) emphasize common computer skills where the students will use computer systems and other appropriate forms of technology to achieve professional, educational, and personal objectives.</i>	
Transfer: Contact Director-Transfer Resources ajankowski@brookdalecc.edu for a Transferability Study.	
<input type="checkbox"/>	Syllabus attached

Approvals/review	
Department Chair	Date
Institute Dean	Date
Counselor	Date
Reviewed by Institute Administrator	Date

*Email form and send hard copy with signatures to pschuberth@brookdalecc.edu

Reviewed by Institute Deans	Date
Vice President for Learning	Date
Academic Council	Date
General Education (if applicable)	Date
Registrar	Date
<i>Effective term:</i>	<i>Effective catalog:</i>
President	Date

COURSE REVISION

Course revisions can be anything from minor editorial changes to course description changes. Revisions include changes in title, code, description, credit hours, prerequisites, corequisites. The Originator completes the form and acquires the appropriate approval signatures prior to submission to Academic Council. If approved by Academic Council, the Office of the Vice President for Learning is responsible for the catalog changes. If denied, the Office of the Vice President for Learning returns the form to the originator with an explanation and suggested modifications. The effective date and catalog year is determined by the Registrar.

Form Instructions: Fill in required fields, select change(s) proposed and provide rationale to support change. See form page 9 and available here: [Course Revision Form](#).

Title Change:

Indicate the proposed course title, explaining the reason for the request. The long title is the title that appears in the catalog. The short title is required for character limitations in Colleague. [Note: A title change may also affect the course description. Accordingly, the course description should also be changed.]

Code Change:

Indicate the proposed code change. Explain the reason for the request. See [criteria for 100 and 200 level courses](#).

Credit Hour Change:

Indicate the proposed credit hours. Identify which transferring institutions accept this course at the proposed credit hours. Consult the Registrar to ensure that the credit hour change request does not require a new course proposal. Provide written justification for the change in credit hours. See [Academic Credit Hour Policy](#).

Description Change:

The course description should include a description of course content and course competencies. If appropriate, the course should clearly identify the audience and where it fits into the instructional sequence. The descriptions may also provide necessary or special information about the course such as laboratories, field trips, dangerous chemicals, extra expenses or special equipment requirements, as well as any additional time requirements (such as lab hours). Course descriptions should be written as clearly and concisely as possible. Add prerequisite and corequisite requirements to the end of the course description.

Requisite Changes

Identify the change in prerequisite(s) or corequisite(s):

1. Prerequisites are courses that must be taken prior to taking the course.
2. Corequisites are courses that must be taken with the course.
3. Prerequisites or Corequisites are courses that may be taken either prior to or with the course in question.

Technological Competency:

Courses designed as (t) emphasize common computer skills where the students will use computer systems and other appropriate forms of technology to achieve professional, educational and personal objectives. Provide rationale. Syllabus should support rationale.

Rationale:

Provide a detailed rationale for the change(s).

- Determine if the changes impact an academic program. Are any changes to a program required because of the course change? A program change form may be required.
- Determine if the course learning outcomes should be revised. How does the course change affect any program learning outcomes?
- Does the change affect transfer?
- What impact will the change have on current students? If changes impact programs or current students, when should the change be effective?

Transfer Search:

Transferability search completed by the Director, Transfer Resources/Articulation is required for course changes seeking General Education Designation, requesting changes to a General Education course, and requesting change to career studies course to ensure changes do not impact transferability. Form below and online.

TRANSFERABILITY SEARCH

PART I (completed by originator)

ORIGINATOR:		DATE:
DEPARTMENT:	INSTITUTE:	
If interdisciplinary, list all departments involved:		
I. PROPOSED COURSE:	Course Code:	Credits:
Title:		

PART II. TRANSFERABILITY (completed by Director, Transfer Resources/Articulation)

COLLEGE	COURSE CODE, TITLE, AND CREDITS	TRANSFER CATEGORY (Major, Gen.Ed., Free Elective)

PART III. COMMENTS:

PART IV. ROUTING

DATE RECEIVED IN THE TRANSFER RESOURCES/ARTICULATION OFFICE:	
SIGNED:	DATE:
DIRECTOR, TRANSFER RESOURCES/ARTICULATION	

SYLLABUS:

A revised syllabus (see syllabus template) that shows the requested change(s) must be attached to the Course Revision Form.



Originator:	
Date:	
Course code:	
Course title:	
Program(s) (if course is required or elective in a program):	

Indicate type of revision(s):

- | | |
|---|--|
| <input type="checkbox"/> Title | <input type="checkbox"/> Code (<i>course criteria for 100 and 200 level</i>) |
| <input type="checkbox"/> Course description | <input type="checkbox"/> Credit hour |
| <input type="checkbox"/> Prerequisite/corequisite | <input type="checkbox"/> Technological competency (t)* |

Complete information below:

Current catalog information:
Proposed revision(s): If requesting title change, include a short title if more than 30 characters.
Rationale: Describe change(s) and provide rationale. Attach a revised syllabus and indicate if the change(s) impact learning outcomes. If applicable, describe how changes impact an existing degree program. <i>*If requesting (t), explain how course emphasizes common computer skills where students use computer system and other appropriate forms of technology to achieve professional, educational, and personal objectives.</i>
Transfer: If course is general education or career studies for a transfer program, contact Director-Transfer Resources/Articulation ajankowski@brookdalecc.edu to determine if changes impact transferability. If applicable, attach Transferability Study.
<input type="checkbox"/> Revised Syllabus attached

Approvals/review	
Department Chair	Date
Institute Dean	Date
Counselor	Date
Reviewed by Institute Administrator	Date

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*Email form and send hard copy with signatures to pschuberth@brookdalecc.edu

Reviewed by Institute Deans	Date
Vice President for Learning	Date
Academic Council	Date
General Education (if applicable)	Date
Registrar	Date
<i>Effective term:</i>	<i>Effective catalog:</i>
President	Date

COURSE DELETION

[Download Course Deletion Form](#) and see page 12.

The criteria for deletion of a course will be based primarily on the course's congruence with Brookdale's mission of responding to the county's changing educational needs. Other factors to be considered will be student need and current relevance of the course content, the impact on the program/option, and whether the course is a prerequisite or corequisite for another course(s). The originator should notify departments that may be impacted by the course's deletion.

If the course deletion impacts a program, note the program information on the form. It may be necessary to complete a program change form.

As new courses are developed resulting from technological evaluation and theoretical developments in subject areas, other courses may become obsolete. Course deletion is appropriate for obsolete courses. There are other reasons for a course deletion. Each situation will be reviewed on its own merits.



Originator:		Date:	
Course code:		Title	
Program(s) Identify program if course is required or elective			
Rationale for deletion:			
If course is program requirement, explain how deletion affects the program. Complete the program change section below to delete course from program			
Is course a prerequisite or corequisite for another course? If yes, how will students be successful without this course? Has the department been notified?			
Complete to delete course from program(s). Describe program changes and attach program catalog page.			

Approvals/review	
Department Chair	Date
Institute Dean	Date
Counselor	Date
Reviewed by Institute Administrator	Date

*Email form and send hard copy with signatures to pschuberth@brookdalecc.edu

Reviewed by Institute Deans	Date
Vice President for Learning	Date
Academic Council	Date

General Education (if applicable)	Date
Registrar	Date
<i>Effective term:</i>	<i>Effective catalog:</i>
President	Date

EXPERIMENTAL COURSE FORM PROCEDURES AND INSTRUCTIONS

Experimental courses should only be proposed for innovative short-term offerings. **AN EXPERIMENTAL COURSE MAY NOT BE OFFERED MORE THAN TWICE (WHETHER IT RUNS OR NOT).** In the event that a course is intended to be a regular offering, it should be proposed as a new course (New Course Proposal process) and a transferability study is required. Download [Experimental Course Form](#) (see p.15).

The effective catalog date is determined by the Registrar. While experimental courses do not require the approval of Academic Council, experimental courses are sent to the Council for informational purposes.

Fill in the required fields. There is a 30 character limit on the short title, including spaces. The long title is the title that appears in the catalog.

The instructional method indicates instruction mode, i.e., lecture, lab, clinical, or studio. Fill in the number of credits for the course as well as the number of lecture, lab, and clinical hours.

Term:

Please fill in the term you would like to offer the course.

Course Description:

The course description should include a description of course content and course competencies. If appropriate, the course should clearly identify the audience and where it fits into the instructional sequence. The descriptions may also provide necessary or special information about the course such as laboratories, field trips, dangerous chemicals, extra expenses or special equipment requirements, as well as any additional time requirements (such as lab hours). Course descriptions should be written as clearly and concisely as possible. Add prerequisite and corequisite requirements to the end of the course description.

Prerequisites/Corequisites:

List any prerequisites and/or corequisites for the course.

1. Prerequisites are courses that must be taken prior to the course.
2. Corequisites are courses that must be taken with the course.
3. Prerequisites/corequisites are courses that may be taken with or prior to the course.

If you expect a prerequisite to have a certain grade level, you must include it (e.g., a grade of “C” or higher in [course].)

Rationale:

Describe the need for the course. Address how the course serves students and community needs.

History:

If this course has run before, check yes and fill in the data requested.

Course Similarity:

Check Brookdale catalog for courses covering similar content. Indicate “None” if no similar Brookdale courses exist.

Resources Required: Identify support resources necessary (library, technology, etc.)

Syllabus:

Attach a syllabus for the proposed Experimental Course. See [template](#).



Originator:	Date:
Proposed code: (Registrar determines code)	Title: Short title: (Add short title if long title more than 30 characters)
Credits:	Lecture Hours:
Lab/studio hours:	Clinical hours:
Lab fee:	Other (e.g. internship):
Course capacity:	Allow course to be waitlisted (Y/N):
Course level (select below): link for 100 and 200 course level criteria	
<input type="checkbox"/> Foundational studies <input type="checkbox"/> 100 level <input type="checkbox"/> 100 level 2 nd sequence <input type="checkbox"/> 200 level	
Proposed term to offer course:	
Course Description (type below). Course description should clearly and concisely describe course and course competencies. If appropriate, identify the audience and where it fits in the instructional sequence. May include necessary or special information such as field trips, special equipment, extra expenses or additional time requirements.	
Prerequisite(s):	
Corequisite(s):	
Prerequisite or Corequisite:	
Course learning outcomes: list course learning outcomes below	
•	
How will students demonstrate acquisition of the course learning outcomes?	
Rationale. Address below the need for the course. How will the course serve students? What is the expected enrollment?	
Resources. List any additional resources and associated costs required to offer this course (facilities, equipment, staffing, print materials, other):	
<input type="checkbox"/>	Syllabus attached

Approvals/review

Department Chair

Date

Institute Dean	Date
Counselor	Date
Reviewed by Institute Administrator	Date

*Email form and send hard copy with signatures to pschuberth@brookdalecc.edu

Reviewed by Institute Deans	Date
Registrar	Date
<i>Effective term:</i>	<i>Effective catalog:</i>
Vice President for Learning	Date

INITIATING A NEW ACADEMIC DEGREE PROGRAM

The New Jersey Presidents' Council has the responsibility to review new academic programs. In order to effectuate this responsibility, the Council created the Academic Issues Committee (AIC).

The AIC reviews and makes recommendations to the Presidents' Council on academic program proposals and changes in academic programs for New Jersey institutions, including new program proposals, conversion of options/concentrations to majors, changes of degree designations, joint program offerings, and changes in location of offerings. The AIC also must be notified on matters of programmatic change, including changes in nomenclature, termination of programs, certificate offerings and option development. The Presidents' Council makes recommendations to the Secretary of Higher Education.

The primary purpose of the Academic Issues Committee is oversight of the review of new academic programs on the basis of undue cost, duplication, and exceeding or changing of the programmatic mission. For information on the New Jersey Presidents' Council Academic Issues Committee meeting schedule, select <http://njpc.org/committees-1>. Select documents from the navigation bar to view the full Academic Issues Committee Manual for 2015-2016.

Initiating a New Academic Degree Program

Steps in the Process – [See AIC Manual](#)

1. [Program Announcement](#)

All degree granting institutions will prepare a Program Announcement (PA) for every new degree program under consideration. See instructions on [template](#).

2. Retain a Consultant

The institution is charged with engaging an independent external consultant to conduct a site visit, review the proposed program and prepare a written report following the guidelines. See [AIC Manual](#). The written report must be a thoughtful and thorough analysis. The selected consultant should have no past or present professional relationship with the institution proposing a new program that might imply a (perceived or real) conflict of interest.

Criteria for the selection of an external consultant are outlined below:

AIC Consultant Selection Criteria

The following criteria should be considered in selection of an external consultant:

1. Conflict of Interest: There must be no conflict of interest or appearance of a conflict of interest with the institution under review. There is a conflict of interest when the potential consultant:
 - a. is a present or former employee, student, member of the governing board, owner or shareholder of, or consultant to, the institution that is seeking program approval;
 - b. is a spouse, parent, child, or sibling of an individual or persons listed in (a) above;
 - c. is seeking or being sought for employment or other relationship with the institution under review;
 - d. has a personal or professional relationship with the institution under review that might compromise objectivity; and/or
 - e. has a competitive relationship with the institution that might compromise objectivity.

There must be a five-year period between the end of the relationship and any engagement with the institution to serve as a consultant. (The only exception to this restriction is that the institution can hire the consultant to review additional programs within the five year period.)

2. Appropriate terminal degree in relevant field from an accredited institution.
3. Academic or appropriate professional experience (administration and/or teaching) in the field.
4. Research experience (where appropriate):
 - a. Publications such as books and articles in referenced journals.
 - b. Recipient of research grants from external funding sources such as government agencies and foundations.
5. Appropriate professional experience in relevant field(s) if the program to be reviewed has professional orientation (e.g., engineering, social work, law).
6. Knowledge of the state of the art of the field.
7. Familiarity with standards for academic programs developed by professional accrediting agencies.
8. Familiarity with existing programs.
9. Awareness of employment possibilities of graduates.
10. Knowledge of budgeting and financial matters – of critical importance if program to be reviewed would be expensive or represent a major shift in an institution's educational mission.
11. Experience in evaluating academic programs.
12. Except in circumstances where specialized expertise is required, out-of-state consultants should be selected.

3. Send the Program Announcement along with the Consultant's CV to the Presidents of New Jersey Colleges and Universities for a 30 day review.

The institution is responsible for distributing the PA to the presidents of New Jersey higher education institutions. Institutions are provided the opportunity to comment on issues related to program duplication, cost, mission and related matters.

Objections must be communicated to the proposing institutions within thirty days of the postmarked mailing date. They must be substantive and relate to matters of program duplication, available resources, and programmatic mission.

If objections are raised within the designated period, the proposing and objecting institutions should make every effort to resolve their differences informally in furtherance of the stated objective of institutional cooperation. If the differences cannot be resolved in this manner, the documentation with respect to objections will become part of the material forwarded to the Presidents' Council for review.

4. Obtain internal approval of the new program ([Program Announcement](#) template and see page 21).
5. Prepare a Board of Trustee's Resolution for approval.
6. Compile the packet required to be sent to the AIC. See required documents and format below. See AIC schedule for submission dates.

Required Documents

- a. Program Announcement
- b. Consultant's Report
- c. Consultant's Curriculum Vitae
- d. Institutional Response to Consultant's Report
- e. Board of Trustees Resolution
- f. Institutional Responses
- g. Statement of "no" objections (if objections, then include objecting institutions, responses and information about reconciliation efforts)

All program proposals should follow the following format:

- A. The proposal must be paginated throughout
- B. There must be a Table of Contents
- C. The order of the table should be the following:
 1. New Program Checklist – [See AIC Manual](#)
 2. Program Announcement Cover Page
 3. Narrative Proposal
 - A. Program objectives
 - B. Evaluation and learning **outcomes assessment plan** – see samples in [AIC Manual](#)
 - C. Relationship to Institutional Strategic Plan and Impact on its own Offerings
 - D. Need
 - E. Students
 - F. Program Resources
 4. Degree requirements
 5. Consultant's curriculum vitae
 6. Consultant's report – [See AIC Manual](#)
 7. Institutional Response to the Consultant's Report
 8. Board of Trustees' Resolution
 9. Institutional Responses

* Statement of “no objections” (if objections, then include objecting institutions, responses and information about reconciliation efforts)

Possible Outcomes following review by AIC:

If the Academic Issues Committee determines there are outstanding issues and/or questions remaining in regard to the proposal, the proposal will be returned to the institution for modification and/or correction before resubmission. The AIC must provide specific reasons for the return of the proposal. In its resubmission, the institution should provide responses to the issues raised by the AIC and include a copy of the original proposal. The institution may choose not to resubmit.

If the AIC identifies a concern with respect to the program exceeding programmatic mission, it will make a recommendation to NJPC which, in turn, will make a recommendation to the Secretary of Higher Education. If AIC identifies concern regarding the proposed program being unduly expensive or duplicative, it may seek to resolve differences through informal mediation or hearing. If NJPC determines the program is unduly costly or duplicative, it will be referred to Secretary of Higher Education for review.

If the Academic Issues Committee determines there are no outstanding issues and/or questions remaining in regard to the proposal, it will make a favorable recommendation to the NJPC. If the NJPC concurs, the result of a favorable review will be conveyed to the proposing institution within fifteen days and the program may be implemented.

Notification of the favorable review of all new degree programs will be sent by the NJPC to the higher education community for information and to the OSHE and to the New Jersey State Department of Military and Veterans Affairs for record-keeping purposes. A current inventory of authorized degree programs on the OSHE website at https://www.state.nj.us/highereducation/Program_Inventory/index.shtml

PROGRAM ANNOUNCEMENT COVER PAGE

Date: _____

Institution:	
New Program Title:	
Degree Designation:	
Programmatic Mission Level for the Institution	
Degree Abbreviation:	
CIP Code and Nomenclature (if possible) <i>If outside the classification indicate Not Applicable</i>	
Campus(es) where the program will be offered.	
Date when the program will begin (month and year).	
List the institutions with which articulation agreements will be arranged:	

Is licensure required of program graduates to gain employment?

☐ Yes ☐ No

Will the institution seek accreditation for this program?

☐ Yes ☐ No

■ If yes, list the accrediting organization:

Program Announcement narrative:

☐ Objectives

page(s) _____

☐ Need

page(s) _____

☐ Student enrollments

page(s) _____

☐ Program resources

page(s) _____

Brookdale Community College
Associate in [Arts, Science or Applied Science]
[Program Name]

DESCRIPTIVE INFORMATION:

1. **Objectives.** *[Briefly summarize the program and indicate its objectives, e.g., the nature and focus of the program, the knowledge and skills students will acquire, any cooperative arrangements with other institutions or external agencies in offering the program. State whether the program exceeds the programmatic mission of the institution as listed in Appendix C.]*
2. **Evaluation and Learning Outcomes Assessment plan for the program.** *Evidence should be provided that appropriate evaluation and learning outcomes assessment plans are in place to measure the effectiveness of the program. Criteria may include:*
 - a. *Clearly articulated program level goals*
 - b. *The incorporation of Institutional Level Learning Goals into the Program Level Learning Goals*
 - c. *Examples of how the achievement of program goals are assessed, including direct and indirect measures*
 - d. *The sustainability of the assessment process*
3. **Relationship of the program to institutional strategic plan and its effect on other institutional programs at the same institution.**
4. **Need. Provide justification of the need for this program.**
 - a. *If the program falls within the liberal arts and sciences and does not specifically prepare students for a career, provide evidence of student demand and indicate opportunities for students to pursue advanced study (if the degree is not terminal with regard to further education)*
 - b. *If the program is career-oriented or professional in nature, provide evidence of student demand, labor market need, and results of prospective employer surveys. Report labor market need as appropriate on local, regional, and national bases. Specify job titles and entry-level positions for program graduates, and/or indicate opportunities for graduates to pursue additional studies.*
 - c. *Describe the relationship of the program to institutional master plans and priorities.*
 - d. *List similar programs within the state and in neighboring states and compare this program with those currently being offered.*

Commented [PS1]: The text will not be included in final P

5. **Students.** *Estimate anticipated enrollments from the program's inception until a steady state or optimum enrollment is reached.*
6. **Program Resources.** *Briefly describe the additional resources needed to implement and operate the program during the program's first five years, e.g., the number of full-time faculty, number of adjunct faculty, computer equipment, print and nonprint material.*

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

Complete template on the next page.

Associate in [Arts, Science or Applied Science]
[Program Name]

Catalog Description (For career programs, identify the job titles that this program prepares students for upon graduation.)

Program Learning Outcomes

Graduates of this program will be able to:

-

General Education:

Course Code	Title	Credits
-------------	-------	---------

Career Studies:

Electives:

Total Credits:

Sequence:

Fall Term – 1st Semester

Total credits for semester

Spring Term – 2nd Semester

Total credits for semester

Fall Term – 3rd Semester

Total credits for semester

Spring Term – 4th Semester

Total credits for semester

Signature page for new Program Announcement.

Originator: _____

Approvals/review	
Department Chair	Date
Institute Dean	Date
Counselor	Date
Reviewed by Institute Administrator	Date

*Email form and send hard copy with signatures to pschuberth@brookdalecc.edu

Reviewed by Institute Deans	Date
Vice President for Learning	Date
Academic Council	Date
General Education (if applicable)	Date
Registrar	Date
<i>Effective term:</i>	<i>Effective catalog:</i>
President	Date

GUIDELINES FOR CONVERTING OPTIONS/CONCENTRATIONS TO FULL PROGRAM STATUS – SEE AIC MANUAL

When an institution proposes the establishment of a new degree program, whether or not the program existed previously, the institution must follow the New Degree Program Review Process. However, when converting an existing option or concentration to full program status an institution may request a waiver from the full process. In a waiver from the full process, review of the converted option/concentration by an external consultant is optional. The Academic Issues Committee will review requests for waivers on a case-by-case basis.

The institution requesting the conversion of an existing option/concentration to full program status must send a Program Announcement (PA) to all other New Jersey institutions of higher education.

- The PA should follow the same format and contain the same basic information as the PA for new academic degree programs, including the Cover Page and list of required courses and credits.
- The institution then submits a packet to the Academic Issues Committee which includes the PA, statement of no objectives or documentation concerning objections, BOT resolution and the following:

CONVERTING OPTIONS/CONCENTRATIONS WAIVER

Institutions requesting a waiver to the New Degree Program Review Process when converting an existing option or concentration into full program status must answer the following questions:

1. Is the program degree level within the mission designation of the college?
2. What is the need/impetus for the requested change?
 - external review?
 - accreditation review?
 - other? (please explain below)
3. How long has the option/concentration been offered?
4. What is the enrollment history?
5. Will the new program have sufficient content depth to justify classification as a major?
 - Will the new program have sufficient credits to justify being a major?
 - How is the new program different from the existing degree program?
6. Will the college continue to offer the existing major?
 - In establishing the new major, what will be the impact on the existing major?
7. Would students currently enrolled in the option/concentration be “grandfathered” as to their degree title?

- Can students choose either the title of the existing degree program or the title of the degree program created from the option/concentration as their graduation major?
 - Will current students receive the new degree designation?
8. Are sufficient resources available to support the new program in the following areas:
- Personnel such as faculty and support staff?
 - Facilities?
 - Operating expenses – equipment, library resources, etc.?
9. Since the proposed option/concentration is part of an approved ongoing program, will the proposed conversion create any additional duplication with ongoing programs at other colleges in New Jersey?

NEW PROGRAM OPTION

Academic Issues Committee Requirements – [see AIC Manual](#):

1. If an institution decides to introduce a new program option, that action will be formally accomplished pursuant to the process in place at the institution for the approval of options. In its submission of materials to the Committee, the institution should include a copy of the resolution of its governing board.

Options to Associate degree 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 emphases.

When submitting new program options to the AIC, the institution should include a copy of the base/main curriculum with the courses and credits listed and also include a copy of the curriculum with the courses and credits listed for the new option. The institution should highlight or note the courses that differ from the base program and list the total number of credit difference.

2. Notice of the new option should be sent by the institution to the Academic Issues Committee for its information and to the New Jersey State Department of Military and Veterans Affairs.

The address and phone number for the Department of Military and Veterans Affairs is: State Approving Agency, Eggert Crossing Road, P. O. Box 340, Trenton, NJ 08625; 609-530-6849.

Brookdale Process

The originator should discuss the new option with the Department Chair, Institute Dean and any other department(s) impacted by the new option.

The names of all new courses and credits and the courses being replaced by the new option must be identified.

Complete the [New Program Option Form](#) (see page 29) and submit it to the appropriate Department Chair to begin the process.

INSTRUCTIONS FOR NEW CERTIFICATE

Academic Issues Committee Requirement – [See AIC Manual](#):

Complete the [New Certificate Form](#) (see page 31) and submit it to the appropriate Department Chair to begin the process.

CHANGING PROGRAM DEGREE DESIGNATION (E.G., AAS TO AS)

See [AIC Manual](#) for the process.



Originator(s):	
Date:	
Title of New Option:	
Degree/Program Designation:	
Proposed Effective Date:	
Articulation If applicable, list transfer institutions and/or articulation agreements. Contact Director, Transfer Resources/Articulation	
Descriptive Information. Briefly summarize the option. Indicate its objectives, the nature and focus of the option, the knowledge and skills students will require.	
Provide the program description that will be publicized in the catalog and the Program Learning Outcomes.	
Curriculum. Attach the program plan for the option. Identify the sequence of courses.	
What is the need for this option? 1. Provide justification to propose this new option. If the option falls within the liberal arts and sciences and does not specifically prepare students for a career, then provide evidence of student demand and of opportunities for students to pursue advanced study. If the option is career-oriented or professional in nature, then in addition to student demand give evidence of labor market need. Include job titles and recommendations from advisory committee.	
2. Describe the relationship of the option to the institutional strategic plan and college priorities.	
3. List similar programs within the state and in neighboring states. How does the option compare to those currently being offered?	
4. Students - Estimate the anticipated enrollments from the option's inception until a steady state or optimum enrollment is reached.	
Resource Requirements Identify additional resources needed to implement and operate this option during the first five years (facilities, equipment, staffing, print/non-print materials, other.)	

Approvals/review	
Department Chair	Date
Institute Dean	Date
Counselor	Date
Reviewed by Institute Administrator	Date

*Email form and send hard copy with signatures to pschuberth@brookdalecc.edu

Reviewed by Institute Deans	Date
Vice President for Learning	Date
Academic Council	Date
General Education (if applicable)	Date
Registrar	Date
<i>Effective term:</i>	<i>Effective catalog:</i>
President	Date

Academic Issues Committee Requirement:

A **certificate** program is a course of study which, by virtue of its 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 experiences appropriate to the objectives of such a program. **In accordance with the New Jersey Presidents' Council guidelines, certificate program shall consist of 30-36 credits, including 6 credits of general education. The Council also recommends that clusters of courses less than 30-36 credits be referred to as Certificates of Achievement.** Procedures for institutional notification to the Department of Education for new certificates require submission of specific data in order for a certificate to be eligible to participate in financial aid programs.

The credits earned in a certificate program should be applicable to a related degree program.

Name of New Certificate:	
Originator:	
Date:	
Catalog Description:– Include jobs the certificate prepares students for	
Program Learning Outcomes:	•
Number of Total Credits:	
Curriculum Attach to the form the list of courses and sequence. Check course prerequisites to ensure all courses are included in the certificate.	
Need for the Certificate. <i>Answer questions A through D</i>	
A. How did you determine the need for this Certificate? Example, what need does this certificate address and how did the department become aware of the need. How does the certificate development relate to the institutional plans and goals?	
B. Describe how the certificate was designed to meet market needs. Indicate if Bureau of Labor Statistics or State labor data systems were used or state/local agencies consulted. How was the course content, program length, prerequisites decided? Include formation regarding the target students and employers. Please submit any back up documentation to support your statements.	
C. Describe any wage analysis you may have performed, including data from the Bureau of Labor Statistics	
D. Describe how the program was reviewed or approved by: Advisory Committees, accrediting agency, employers, others. Example: Describe the steps taken to develop the program, discussions, correspondence, and process – when and with whom.	
List similar programs in the State:	

Estimate enrollment:	
Describe resource requirements to offer the Certificate as to facilities, equipment, staffing print/non-print materials, other.	
Approvals/review	
Department Chair	Date
Institute Dean	Date
Counselor	Date
Reviewed by Institute Administrator	Date

*Email form and send hard copy with signatures to pschuberth@brookdalecc.edu

Reviewed by Institute Deans	Date
Vice President for Learning	Date
Academic Council	Date
General Education (if applicable)	Date
Registrar	Date
<i>Effective term:</i>	<i>Effective catalog:</i>
President	Date

Fill in required fields.



PROGRAM CHANGE FORM

Originator(s):	
Date:	
Name of Program:	

If this is a transfer program, consult with Ann Tickner Jankowski, Director-Articulation/Transfer Resources ajankowski@brookdalecc.edu (ext. 2015).

<p>Describe changes in detail*:</p> <p>*Attach a copy of the revised <u>catalog</u> page. Include all changes.</p>
<p>What is the rationale for proposed changes? Include information on how the changes will impact current matriculated students.</p>
<p>What is the proposed effective date?</p>
<p>Is the program offered fully online or at another location/branch campus?</p>
<p>If yes, do the proposed changes impact the modality or location?</p>

Approvals/review	
Department Chair	Date
Institute Dean	Date
Counselor	Date
Reviewed by Institute Administrator	Date

*Email form and send hard copy with signatures to pschuberth@brookdalecc.edu

Reviewed by Institute Deans	Date
Vice President for Learning	Date

Academic Council	Date
General Education (if applicable)	Date
Registrar <i>Effective term:</i>	Date <i>Effective catalog:</i>
President	Date

INSTRUCTIONS FOR DELETING A PROGRAM, OPTION OR CERTIFICATE

Academic Issues Committee Requirements:

- A. **Intent to Terminate a Program** – In order to inform the higher education community, increase our understanding of trends in academic offerings, and enhance advisement to prospective students, institutions send a notice of intent to terminate a program to the presidents of New Jersey higher education institutions, the Academic Issues Committee, and the Secretary of Higher Education at the time the college ends the admission of new students to the program. The college is not required to take formal action to terminate the program when it circulates the notice of intent.

The Vice President for Learning is responsible for sending the Notice of Intent to the higher education institutions, Academic Issues Committee and Secretary of Higher Education.

- B. **Termination of a Program, Option and Certificate**– If an institution decides to terminate a program, that action will be formally accomplished by a resolution of the governing board. A copy of the resolution will be sent to the Academic Issues Committee.

The Vice President for Learning is responsible for preparing the BOT resolution.

Process:

Complete the form as indicated below. Download the [Form](#) here (see page 36).

Identify the Program to be discontinued and the degree under which it falls.

Provide a date for the program's removal from the Brookdale Community College inventory of programs. From this date forward, students will no longer be able to matriculate into this program. The Registrar will provide the effective catalog date for discontinuance.

Provide a rationale for program discontinuance. Reasons for discontinuance could include lack of enrollment, limited job or salary potential for graduates, lack of resources to meet minimum standards (staff, equipment, and materials).

Indicate how full-time continuous students matriculated in the program can complete the program to be discontinued as per College Regulation 6.1502 below:

A student becomes eligible for graduation by meeting the requirements for his/her Program in effect at the time of matriculation. The College reserves the right to discontinue any course listed in any Program. It will, however, substitute courses for those discontinued.

The College reserves the right to discontinue programs. This will automatically abrogate the matriculation rights of students in such programs. No program, however, will be discontinued without providing sufficient time for a continuously enrolled full-time student to complete it.

Continue to offer required courses or substitute courses for such time as required for a continuous full-time student matriculated in the Program to complete the Program.



Originator:	Date:
Program, Option, or Certificate to be discontinued:	
Proposed effective date of discontinuance:	
Rationale (complete 1 and 2 below):	
1. What is the reason for discontinuing the program? If the program objective is no longer valid, state the reason.	
2. If program enrollment is low enrolled, indicate the term enrollments for the previous two years for the program.	
College Regulation 6.1502 states that no program will be discontinued without providing sufficient time for a continuous full-time student to complete the program. Indicate how a full-time continuous student matriculated in the program will be able to complete the program.	
Are there any courses specific to the program that should be deleted from Colleague/Catalog? If so, when will they be deleted?	

Approvals/review	
Department Chair	Date
Institute Dean	Date
Counselor	Date
Reviewed by Institute Administrator	Date

*Email form and send hard copy with signatures to pschuberth@brookdalecc.edu

Reviewed by Institute Deans	Date
Vice President for Learning	Date
Academic Council	Date
General Education (if applicable)	Date

Registrar	Date
<i>Effective term:</i>	<i>Effective catalog:</i>
President	Date

Date Notice of Intent to terminate this program was sent to New Jersey higher education institutions:*

*Vice President for Learning's office responsible for distributing Notice of Intent

SYLLABUS GUIDELINES AND INSTRUCTIONS

The syllabus is a contract with students that clarifies:

- instructor expectation of students;
- what students may expect of instructors;
- what successful students should gain from a course; and
- safety and other issues unique to a course

Rules or “policies” of individual instructors should reflect those of the department; this consistency helps in avoiding or resolving legal issues and grade appeals. The syllabus and instructor addendum should be distributed to students at the first class meeting (or, the first contact with the student). The content should be explained and discussed.

The syllabus represents the Discipline’s or Department’s consensus on content and delivery. The basic principles underlying a syllabus are equal access to information, opportunity to succeed and awareness of responsibilities. In most cases, information in a syllabus would not change during an academic year. Specific instructor or term information should be included in the Instructor Addendum not the syllabus.

Use the syllabus template form and instructions on the following pages to develop the syllabus.

The syllabus template and instructions are also available on the Curriculum Handbook web page.

Instructions for Syllabus Template

Purpose: The Syllabus Glossary describes the information to be included on the course syllabus template.

CODE:, TITLE: As listed in the catalog.

INSTITUTE:, DEPARTMENT: Identify the division and department that offer that course.

COURSE DESCRIPTION: As listed in the catalog. A detail of what a course description should contain is listed in the Curriculum Handbook.

PREREQUISITES: List any prerequisites for the course. Prerequisites are stated at the end of the course description in the catalog.

COREQUISITES: List any corequisites for the course. Corequisites are stated at the end of the course description in the catalog.

CREDITS: Total number of college credits approved.

LECTURE HOURS: Number of lecture hours per week in a 15-week semester.

LAB/STUDIO HOURS: Number of required lab hours per week (in a 15-week semester) if applicable to course.

A scheduled lab/studio is defined as a time when a course-specific learning activity is assigned, attendance is monitored and instruction is available.

The minimum time for 1 credit of scheduled lab/studio is 30 hours per semester. The maximum time for 1 credit of scheduled lab/studio should be 45 hours per semester.

CLINICAL/FIELD/WORK EXPERIENCE: Number of required hours per week if applicable to the course, based on a 15-week semester.

The minimum time for 1 credit of clinical/field/work experience should be 45 hours per semester. The maximum time for 1 credit of clinical/field/work experience should be 75 hours, except where mandated by external (licensing) agencies or transfer agreements.

REQUIRED TEXTBOOKS/MATERIALS: Text books, periodicals, and equipment students will be required to have to complete the course.

ADDITIONAL TIME REQUIREMENTS: Open lab or other activities that the student is required to do or attend on their own (outside of homework).

Include this statement: For information on Brookdale's policy on credit hour requirements and outside class student work refer to [Academic Credit Hour Policy](#).

COURSE LEARNING OUTCOMES: Clearly articulated statements of what students will be able to do after completing the course; could be the demonstration of skills or behaviors learned in the course. Bloom's Taxonomy may be helpful with the wording. For example ENGL 122 might write:

"Students will:

- Use writing and research skills to explore ideas and solve problems
- Write and revise convincing papers using data to support an assertion or position

GRADING STANDARDS: Outline all requirements: tests, papers, quizzes, etc. and the weighting of each component. Inform students of the grading system on the first day of class. Do not list the detailed point value of each test, paper, attendance component, etc., if all faculty do not use the same method. In the case where grading policies vary, provide the specific section requirements and assessment weightings in an instructor addendum. Identify where students may access the instructor addendum.

COURSE CONTENT: Topics or information covered in the course. Could include unit learning outcome statements (e.g., apply, analyze, evaluate, create, etc.) that identify what students will be able to do or know after completion of the unit.

DEPARTMENT POLICIES: Policies required by the department may include safety procedures, laboratory rules, cheating policies, etc.

COLLEGE POLICIES: Use the following statement on the template:
For information regarding:

- ◆ Brookdale's Academic Integrity Code
- ◆ Student Conduct Code
- ◆ Student Grade Appeal Process

Please refer to the [BCC STUDENT HANDBOOK AND BCC CATALOG](#).

Notification for Students with Disabilities: - Use the following statement on the template:

NOTIFICATION FOR STUDENTS WITH DISABILITIES:

Brookdale Community College offers reasonable accommodations and/or services to persons with disabilities. Students with disabilities who wish to self-identify must contact the Disabilities Services Office at 732-224-2730 (voice) or 732-842-4211 (TTY) to provide appropriate documentation of the disability, and request specific accommodations or services. If a student qualifies, reasonable accommodations and/or

services, which are appropriate for the college level and are recommended in the documentation, can be approved.

ADDITIONAL SUPPORT/LABS: Identify where students will be able to obtain instructor addendum and any support services. Include room and phone numbers. List support materials and their location. If this includes library materials, appropriate librarian should be consulted.

<http://sites.brookdalecc.edu/home/tutors/tutoring-center/>

Instructor addendum will contain specific information about specific class schedule and assignments, instructor information, grading policy, etc.

Syllabus Template is available online.

Syllabus

Code: **Title:**
Institute: **Department:**
Course Description:

Prerequisites:

Corequisites:

Prerequisites or Corequisites:

Credits: **Lecture Hours:** **Lab/Studio Hours:**

Required Textbook/Materials:

Additional Time Requirements:

For information on Brookdale's policy on credit hour requirements and outside class student work refer to [Academic Credit Hour Policy](#).

(Identify open lab or other activities that are required if applicable)

Course Learning Outcomes:

Upon completion of this course, students will be able to:

Grading Standard:

Course Content:

Department Policies:

College Policies:

For information regarding:

- ◆ Brookdale's Academic Integrity Code
- ◆ Student Conduct Code
- ◆ Student Grade Appeal Process

Please refer to the [BCC STUDENT HANDBOOK AND BCC CATALOG](#).

NOTIFICATION FOR STUDENTS WITH DISABILITIES:

Brookdale Community College offers reasonable accommodations and/or services to persons with disabilities. Students with disabilities who wish to self-identify must contact the Disabilities Services Office at 732-224-2730 (voice) or 732-842-4211 (TTY) to provide appropriate documentation of the

Date:

Syllabus

disability, and request specific accommodations or services. If a student qualifies, reasonable accommodations and/or services, which are appropriate for the college level and are recommended in the documentation, can be approved.

ADDITIONAL SUPPORT/LABS:

See the Tutoring Center for information <https://www.brookdalecc.edu/academic-tutoring/tutoring-center/>.

Date:

ACADEMIC ISSUES COMMITTEE NOTIFICATION

The following curriculum changes should be report to the Academic Issues Committee of the New Jersey President's Council:

CHANGES TO ACADEMIC DEGREE AND CERTIFICATE OFFERINGS REQUIRING ACADEMIC ISSUES COMMITTEE NOTIFICATION

- A. Termination of a Program
- B. Change in Nomenclature
 - 1. A change in nomenclature involves no alteration in the degree designation (e.g., B.A. to B.S.) or in the curriculum, admission or graduation standards. It is simply a change in the name of the major to better reflect the program's purpose and content.
 - 2. If an institution decides to change the nomenclature of a program, that action will be formally accomplished at the college or university level.
 - 3. Nomenclature changes must be sent to the Academic Issues Committee for its information.
- C. Initiation of a Program Option
- D. Certificate Offerings: Initiation, Change in Nomenclature, or Termination
 - 1. If an institution decided to initiate a new certificate offering, change the nomenclature or terminate an existing certificate program, **those actions will be formally accomplished by a resolution of the governing board.**
 - 2. A copy of the resolution will be sent to the Academic Issues Committee for its information and to the Commission on Higher Education as the repository of information about program status.

Appendix A

Perkins Eligibility Guidelines

1. **Credit Bearing Certificates** having at least 15 credits of occupational/skill proficiency courses that lead to high wage, high skill, high demand careers in current or emerging professions are eligible for Perkins funding.
**A Credit Certificate program is a credit bearing program, which includes at least 30 credits, inclusive of 6 credits of general education.*
2. **Credit Bearing Certificates of Achievement** having at least 12 credits of occupational /skill proficiency courses, with no required general education courses, leading to high wage, high skill, high demand careers in current or emerging professions are eligible for Perkins funding.
3. **AAS career degrees** having at least 15 credits of occupational/skill proficiency courses that lead to high wage, high skill, high demand careers in current or emerging professions are eligible for Perkins funding.
4. **AFA degrees** that include at least 15 credits of occupational/skill proficiency credit courses that lead to high wage, high skill, high demand careers in current or emerging professions are eligible. *AFA degrees in the visual and fine arts that are primarily designed for transfer are not eligible. *Examples of high demand careers in current or emerging professions in the arts would include careers as stage managers, stage directors, production assistants, digital media technicians, set design technicians, lighting and sound technicians, digital photographers, etc.
5. **AS degrees** which include at least 15 credits of occupational/skill proficiency courses that lead to high wage, high skill, high demand careers in current or emerging professions are eligible for Perkins funding.
* Occupational/skill proficiency courses cannot be general education courses.
6. No **AA degrees** are eligible for Perkins Funding.

Appendix B

The following require approval by the Board of Trustees:

- 1. New Programs**
- 2. New Options**
- 3. New Certificates**
- 4. Program Deletion**
- 5. Option Deletion**
- 6. Certificate Deletion**
- 7. Conversion of Option to Full Program**
- 8. Change in Degree Designation**