**New Course Proposal Instructions**

New course proposals originate with the Department Curriculum Committee and must be approved by the Department, the College Curriculum Committee, and the College Dean.

Proposals for Graduate level courses are forwarded to the Graduate Affairs Council for approval.

Proposals for new courses intended for inclusion in the Core Curriculum must also be approved by the Core Curriculum Advisory Committee before being presented to the College Dean.

Once fully approved, the proposal is forwarded to the Registrar’s Office or Graduate College for inclusion in the appropriate catalog.

ALL NEW COURSE PROPOSALS MUST BE SUBMITTED IN THE FOLLOWING FORM:

**I. Catalog Entry**

 You must include the following information:

 Prefix (three or four capital letters)

Course Number (three or four capital letters)

Course Title

 Prerequisites

 Credit Hours

 Brief Description of Course

This is a brief description of the course as it will appear in the catalog.  This description should be short, use full sentences, indicate lecture, laboratory, etc., and should not include the title of the course.  For a Core Curriculum course include the following statement at the end of the catalog entry: "This course has been approved for Core Curriculum credit in the following area of the curriculum: Mathematical Sciences, Natural Sciences, Humanities, Visual and Performing Arts, Social and Behavioral Sciences, U.S. Perspectives, Global Perspectives, Foreign Languages, or Health and Wellness."

**II. Background and Justification**

a. Need for the Course

State why the course is needed in the curriculum. Indicate how the course addresses one or more of the objectives of the department. For a Core Curriculum course, explain how the addition of this course will improve the Core Curriculum, enhance students' ability to fulfill the broad learning goals of the program, enhance students' ability to fulfill the specific learning goals of a particular area of the program, and/or enable students to fulfill a program goal that is not currently being met.

b. Students for Whom the Course is Offered

Identify the specific group of students the course is designed to attract. If the course is a major requirement, indicate how the number of hours in the major will be affected.

c. Anticipated Enrollment

Estimate the average number of students expected to be enrolled in the course each time it is offered.

d. Frequency of Course Offerings

Indicate the frequency with which the course will be offered including anticipated number of sections.

**III. Rationale for Resources Required**

a. Faculty Resources

Identify existing faculty resources, if any, that will be reallocated to this course.  Identify additional faculty resources, if any, required to offer this course.

b. Effect on Existing Curricula

Identify the impact, if any, on the department's current offerings of Core Curriculum, majors, and electives.  Identify courses, if any, that will be deleted if this course is approved.  Identify the impact, if any, that this course will have on any other department.  Include a statement that any other impacted departments have been notified. Attach any response from other impacted departments.

c. Facilities, Equipment and Supplies

List any additional or reallocated facilities, equipment or supplies required to offer the course and state whether funds are currently available in the Department budget to cover the anticipated costs.

d.Computer Resources

Identify computer resources needed for the course. Include a statement from the Director of Technology Support Services, or other appropriate individual, indicating how these needs will be accommodated.

e**.**  Other Anticipated Resources

Include any anticipated resources that have not been identified above.

**IV. Course Syllabus** – attach a course syllabus with the following components.

a. Content

List topics or major units; include subtopics under major units, if appropriate.  NOTE: This section will be reviewed by many people who are not familiar with the subject matter. It is important to avoid jargon. It is also important that care be given to the organization of the content and that it be made much more detailed and complete than the catalog description. If this is a 400-level course that will be specified as being available for graduate credit, indicate the additional work that will be required of students taking the course for graduate credit.

b. Detailed Description of Conduct of Course

Include the appropriate instructional strategies, i.e., lab or field experience, student presentations, student development of materials, role-playing/simulation, cooperative/group learning, demonstrations, computer-assisted instruction, case studies, self-paced instruction, writing-to-learn activities, oral communication activities, use of audio-visual materials, guest speakers, lecture, etc.

c. Student Learning Outcomes

Need to be stated in terms of student outcomes. What are the major learning objectives: What new capabilities, skills, levels of awareness, etc. will students derive from the course? Example: "Having successfully completed this course, the student will be able to . . ." Refer to Bloom’s Taxonomy for appropriate verbs and levels. For assistance, contact the Radford University Office of Institutional Effectiveness and Quality Improvement. For a Core Curriculum course, in addition to a statement of course-specific goals and objectives, include a description of the broad core goals and the goals established for the particular knowledge area of the program as these goals will be addressed in this course.

d. Assessment Measures

Include a list of appropriate assessment strategies. Keep in mind that different instructors use different assessment measures and strategies. For assistance, contact the Radford University Office of Institutional Effectiveness and Quality Improvement. For a Core Curriculum course, in addition to a statement of course-specific assessment measures, include a description of the ways student learning will be assessed to determine fulfillment of the broad general education program goals and the goals established for the particular knowledge area of the program.

e. Other Course Information

Examples: Bibliography of readings relevant to the course, special teaching aids, and any other information not contained in one of the above sections.