Instructions for Course Proposal

1. Name of Department or School.

2. Course Designator and Number - Identify course level, e.g. 1000, 3000, 5000, and any other numbering/sequencing you prefer. Review your course listing in the catalog to see if there is a logical spot where your course might fit into your existing course numbering.

3. Course Title – Up to 72 characters.

4. ADP Title – Up to 30 characters as close to the long title as possible, no punctuation, each blank space counts as a character.

5. New or Revised? – A change in course title or number is considered "new".

6. Effective Term – What is the first term you expect to offer the course? It must be next term or later.

7. Instructor of Course.

8. Department/School Contact for CourseLeaf entry. Who should receive emails regarding questions or governance updates for this proposal?

9. Department/School Rep to CALS Curriculum Committee (initials and date).

10. Department Head approval (initials and date).

11. Credit Hours – Most of our courses are 3 credit hours of lecture (3H, 3C). If your total credit hours are divided between lecture and lab, please specify that division.

12. Special Course Designations – fill in the chart.

13. Learning Objectives:
    - This section should be worded from the perspective of the student. What should the student be able to do, know, or value upon successful completion of this course?
    - For 1 credit courses, up to 4 LO; for 2 credit courses, up to 6 LO; and for 3 credit courses, up to 8 LO are usually included.
    - Begin each LO with a verb from the Registrar's Short List of Allowable Verbs on the last page of this document. Use only one verb per LO.
    - Learning objectives must be measurable.
    - In support of a Pathways Course approval, indicate which of the Pathways core and/or integrative concepts correspond to each learning objective. For example: "Students will be able to make a compelling oral presentation that demonstrates their understanding of the ethical implications associated with driverless cars [Discourse 3; Ethical Reasoning 2]."

14. Topic Syllabus (TOP) and Current Topic Syllabus:

- Think of this as a list of topics, not the syllabus you give your students. Topics only, no assignments, no grading criteria. Avoid the use of verbs as they may be interpreted as an assignment.
- Turn LO into TOP sections, you may subdivide LO into separate topics, but each LO must be listed.
- Use consistent wording of topics between TOP and LO sections.
- If you add a topic that is not clearly and directly related to an LO in the LO section, be sure to update the LO section so this correlation exists.
- Each topic should be assigned a percentage of the course. Place percentage in parentheses at end of topic description, e.g., Topic X (25%).
- You will need to list subtopics for any topic >20%. Subtopics are not assigned percentages.
- At the bottom of the topics, there should be a line: "Total - 100".
- If this is a revised course, include the current topic syllabus.

15. Catalog Description (DESC):
- The catalog description is a condensed version of the LO or the TOP list turned into a paragraph comprised of sentence <u>fragments</u>. This section should be worded from the perspective of the course designer. What topics or skills will be presented in the course?
- The catalog description should contain NO complete sentences. Instead, word as a series of fragments. e.g., Overview of..., Introduction to..., Analysis of... including x, y, and z.
- Again, use consistent wording of topics between DESC, LO, and TOP sections.
- If you add something to the catalog description that is not clearly and directly related to a topic in the LO and TOP, be sure to update those sections so this correlation exists.
- Avoid any references to HOW the course will be taught because that may change based on who teaches the course.

16. Course Proposal Justification:
- Why is the course needed? e.g., educational significance in program of study or benefit to students.
- Avoid justifying with critiques of existing courses. "Not currently taught" is not a valid justification.

17. Academic Level Justification:
- Explain why this course is taught at the level requested, e.g. 1000, 3000, 5000.
- Frame justification based on contribution or placement in academic program.
  - If other courses must be completed before this course, identify courses and skills acquired in those courses.
  - If this course must be completed before other courses, identify skills acquired in this course to support future success.
  - May also be based on academic rigor of course or maturity required of students.
- Justification paragraph must begin with specific wording already entered for your convenience. Simply replace the "x" and complete the paragraph.

18. Prerequisites and Corequisites:
- Specify the course number and title.

- If none, put "none" or "N/A".
- If more than one prereq, be sure to include "and-or" wording to clearly specify how the prereqs should be enforced.
- You can use academic level, e.g., Junior Standing, as a prereq.
- We try to limit minimum grade requirements, but again it is an option you can specify here.
- Requires a letter of agreement from the prereq department head.

19. Required or Recommended Text:
    - List one text that would be representative of a text used in this course.
    - If you will be pulling resources from outside a typical textbook, list only a couple such resources, e.g., NOT a full list of articles.
    - Do not include optional resources.
    - **Citation format = APA - Author Last name, Initials. (Year of publication). *Title of work*. Publisher name. Pp.**
    - If you have a mix of required and recommended resources, include "(Required)" or "(Recommended)" at the end of each citation. If ALL resources are required, no required notation is necessary.
    - Arrange citations in alphabetical order.

20. Revision Summary – If this is a revised course, give a summary of the revisions.

1. Additional Documents:
- *This form should be accompanied by a separate resource letter from your department head.*
- *If this course has a cross listing, prereq, or coreq, you will need a letter of approval from the department head of each course.*
- *If this is a Pathways course, you will need to complete a Pathways Course Proposal form in addition to this form. Download the form from https://www.pathways.prov.vt.edu/faculty-and-administrators/pathways-instructors-forms.html and skip Pages 1-3 as that information is now in this document.*

Registrar's Short List of Allowable Verbs

Verbs are divided into six categories. 1000-level courses should use mostly Knowledge, Comprehension, and Application verbs. Higher-level courses should incorporate some verbs from the other three categories.

Knowledge	*Comprehension*	*Application*
List	Compare	Apply
Name	Describe	Complete
Recall	Discuss	Construct
Record	Explain	Demonstrate
Relate	Express	Dramatize
Repeat	Identify	Employ
State	Recognize	Illustrate
Tell	Restate	Interpret
Underline	Tell	Operate
	Translate	Practice
		Schedule
		Sketch
		Use
Analysis	*Synthesis*	*Evaluation*
Analyze	Arrange	Appraise
Appraise	Assemble	Argue
Categorize	Collect	Assess
Compare	Combine	Choose
Contrast	Comply	Compare
Debate	Compose	Conclude
Diagram	Construct	Estimate
Differentiate	Create	Evaluate
Distinguish	Design	Interpret
Examine	Devise	Judge
Experiment	Formulate	Justify
Inspect	Manage	Measure
Inventory	Organize	Rate
Question	Plan	Revise
Test	Prepare	Score
	Propose	Select
	Setup	Support
		Value