**New Course Proposal Instructions**

New course proposals at the undergraduate level must be approved by the Department Curriculum Committee, Department Chair, College Curriculum Committee, and College Dean before being presented to the Undergraduate Curriculum and Catalog Review Committee. Proposals for new courses intended for inclusion in the Core Curriculum must also be approved by the General Education Curriculum Advisory Committee before being presented to the Undergraduate Curriculum and Catalog Review Committee.  Provost and Vice President for Academic Affairs approval must be obtained before new courses can be scheduled.

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

**I. Catalog Entry**

You must include the following information:

Department Prefix (three or four capital letters)

Course Number (three or four capital letters)

Course Title

Prerequisites

Credit Hours\*

Brief Description of Course\*\*

**\*Credit Hour Policy**  
Radford University uses the Carnegie unit to measure semester credit hours awarded to students for course work. A semester credit hour is often measured by the number of hours of academic engagement and preparation (homework).   For courses offered during a regular semester that lasts at least 15 weeks of instruction, a semester credit hour is defined as 15 hours of academic engagement and 30 hours of preparation—totaling 45 hours of student work for an academic semester credit hour.

The Radford University credit hour policy is consistent with the Federal definition of a credit hour as “an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates:

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or
2. At least an equivalent amount of work as required outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours."

        ([SACSCOC Credit Hours Policy Statement](http://www.sacscoc.org/subchg/policy/CreditHours.pdf))  
  
Specifically:  
1. For *lecture-based classes*, a semester credit hour consists of the equivalent of at least one hour (50-minute period) per week of "seat time" in-class and two hours per week of out-of-class student work for fifteen weeks. Hence, a standard three semester credit hour lecture class meets for at least forty-five contact hours and 90 hours of outside activities per fifteen week semester.  
2. For *laboratory classes*, one semester credit hour consists of the equivalent of a minimum of three hours of laboratory work per week for fifteen weeks.  
3. For *individual instruction classes*, e.g., independent and directed studies, the total number of hours of work required of students is equivalent to that of a traditional class that meets face-to-face.  
4. For *classes offered in an alternative or compressed format*, the hours are prorated so the classes contain the same total number of hours as if the classes were scheduled for a full fifteen-week semester.  
5. For *graduate and professional students*, the required academic work normally will exceed a minimum of two hours of out of class work per credit per week.    
See the full Credit Hour Policy and Procedures [here](http://www.radford.edu/content/registrar/home/course-descriptions/credit-policy.html).

\*\*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. Detailed Description of Course**

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. Goals and Objectives of the Course

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 . . ." 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 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.

**III. 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.

e. Level and Prerequisites

Provide a rationale for course level and prerequisite(s) including criteria for “Permission of Instructor,” if applicable.

**IV. 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, the major, 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 the department has been notified concerning the impact.

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. Library Materials

Early in the process of preparing the proposal, contact the library liaison who works with your department to determine the availability of materials to support the proposed course. Describe existing resources and append to the course proposal a list of additional materials to be purchased to support the course.  Include the library liaison who worked with you to identify needed materials.  Providing this list will enable the library to earmark funds especially for the purchase of materials for new courses. Refer to <http://lib.radford.edu/Collection_Development/liaison.cfm> for current list of library faculty liaisons.

1. Describe the adequacy of materials available to support this course.
2. List in priority order the additional materials to be purchased.

e.Computer Resources

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

f**.**  Other Anticipated Resources

Include any anticipated resources that have not been identified above.