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CourseLeaf CIM Guidelines – Course Proposals

This document is designed to provide succinct information on how to navigate the CourseLeaf CIM platform and create different types of proposals. As such, this document will not focus on every aspect of the governance process at Virginia Tech.

The following guidelines have been divided into six different sections. The first sections provide screenshots and overviews of the different CourseLeaf CIM screens associated with course proposals. Those references are followed by specialized instructions based on whether you are proposing a new course or revisions to an existing course, and if the course fulfills pathways or not. Additionally, you can find a number of templates and special instructions in the appendices for Topics, Conjoint, Sequenced, and Series courses.

For more information on the various university, state, and federal policies that dictate the governance process please consult university policies and governance resources listed below as well as the Academic Governance team at acadgov@vt.edu.

Resources

- [Cross-list Support Letter Template](#)
- [Instructional Credit Hour and Instructional Contact Minutes](#)
- [Instructional Credit Hour and Instructional Contact Minutes Calculator](#)
- [Scorecard Metrics Definitions](#)

Policies

- University Policy No. 6355 – [Course Prerequisites](#)
- University Policy No. 6365 – [Approvals for Special Courses and Independent Studies](#)
- University Policy No. 6900 – [Course Numbering and Approvals](#)
- University Policy No. 6901 – [Definition of a Credit Hour](#)
- University Policy Memorandum No. 141 – [Governance-Level Approval of Course Proposals](#)
- University Policy Memorandum No. 145 – [Graduate Course Modifications](#)
- University President Policy Memorandum No. 273 – [Policy on Untaught Courses in Undergraduate Course Catalog and the Curriculum for Liberal Education](#)
- University Policy Memorandum No. 232 - [Deletion of Untaught Classes from the Graduate School Catalog](#)

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CourseLeaf CIM 10 Common Screens and Definitions

CourseLeaf CIM 10 – Dashboard

The screenshot shows the CourseLeaf CIM 10 Dashboard. At the top is a green header with the CourseLeaf logo, a Help icon, and Admin Links. Below the header is a 'Configure Content' section with five buttons: Catalog (1), Syllabi (2), Courses (3), Programs (4), and Register (5). Below these are two tabs: ITEMS and WORKFLOW (6). The main area is divided into two sections. The top section (7) contains filters for Role (My roles), Type (Any Type), and Term (Any Term), along with a list of filters applied: X roles: Department Chair, X roles: Administrator, X roles: Registrar, X roles: AcadGov Section, X roles: Registrar 15 Day Review, X roles: Office of the University Registrar, X roles: IPC Members, and X roles: Zach Tucker. The bottom section (8) is a table with 8 columns: Page Title, Type, Term, Submitter, Approver, Submitted, and Modified. The table contains 12 rows of data.

Page Title	Type	Term	Submitter	Approver	Submitted	Modified
UNIV 1824: Pathways to Success: Exploring Your Future	Courses	Spring 2026	dctrask	Registrar 15 Day Review	Jun 25, 2025	Jun 26, 2025
EDTE 2005: Engineering Technologies	Courses	Winter 2025	Jessica Calvert	Registrar 15 Day Review	Apr 11, 2025	May 6, 2025
SBIO 5344: Advanced Industrial Ecology	Courses	Spring 2026	Jennifer Russell	Registrar 15 Day Review	May 19, 2025	May 19, 2025
SBIO 5104: Packaging Development	Courses	Spring 2026	Trish Colley	Registrar 15 Day Review	Mar 12, 2025	May 5, 2025
SBIO 2514: Applied Industrial Ecology	Courses	Spring 2026	Angela Riegel	Registrar 15 Day Review	Jul 22, 2025	Jul 22, 2025
NEUR 4244: Motor Control: Build, Break, Repair	Courses	Spring 2026	Mark Cline	Registrar 15 Day Review	May 2, 2025	May 28, 2025
NEUR 3704: Human Anatomy and Physiology with Neuroendocrine Focus	Courses	Winter 2025	Mark Cline	Registrar 15 Day Review	May 1, 2025	May 1, 2025
MUS 1154: Discover Your Voice	Courses	Spring 2026	Tammy Henderson	Registrar 15 Day Review	May 12, 2025	Jun 16, 2025
APSC 5564: From Food to Waste: Nitrogen Pathways in Animal Systems	Courses	Spring 2026	elkadi	Registrar 15 Day Review	Apr 25, 2025	Apr 25, 2025
EDCI 5794: Technology in the K-12 Classroom	Courses	Spring 2026	Nancy Bradley	Registrar 15 Day Review	Jul 23, 2025	Jul 23, 2025
ENGL 2024: AI, Creativity, and the Art of Being Human	Courses	Spring 2026	Ashley Reed	Registrar 15 Day Review	Apr 8, 2025	Apr 23, 2025

- 1. Catalog Card** – Clicking this button will take you to the most recently published Academic Catalog.
- 2. Syllabi Card** – Clicking this button will take you to the Course Catalog.
- 3. Courses Card** – Clicking this button will take you to Course Inventory Management (CIM).
- 4. Programs Card** – Clicking this button will take you to Program Management.
- 5. Register Card** – Clicking this button will take you to the most recently published Academic Catalog.
- 6. Items/Workflow Tabs** – Selecting the “ITEMS” tab will display all proposals authored by the current user. Results can be filtered by New, In Progress, Pending, Done, Undergraduate, and Graduate proposals.
The “WORKFLOW” tab shows all proposals currently associated with the roles the current user is assigned to. Results can be filtered by specific roles, proposal type, and effective term of the proposal.
- 7. Filters** – The page will automatically apply filters that displays all proposals associated with the current user’s roles. These can be further adjusted to display certain proposals.
- 8. Proposal Results** – Displays proposals that are currently in Workflow and fit the filters as selected above.

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CourseLeaf CIM 10 – Approve Pages

The screenshot displays the CourseLeaf CIM 10 interface. At the top, the 'COURSELEAF' logo is visible on the left, and the user's name 'Zach Tucker' is on the right. The interface is divided into several sections:

- Pages (1):** A dropdown menu showing '0000 Chair'.
- Page (2):** A table listing proposals with columns for 'Page' and 'User'. The first row shows '/courseadmin/196: ABA 2ELE: 2000-Level Elective' by 'srahim-courseleaf'. The second row shows '/courseadmin/219: ABA 5828: Applied Behavior Analysis Practicum III' by 'srahim-courseleaf'.
- Workflow (3):** A section showing the workflow status for the selected proposal. It indicates 'Completed: srahim-courseleaf, ABA Approver' and 'Pending: 0000 Chair, 00 Dean, SW Chair, SS Dean, Registrar fyiall, Curriculum Committee fyiall, Curriculum Committee Chair Vote, regen, Banner, srahim-courseleaf fyi'. An 'UPDATE' button is present.
- Page Review (4):** A section with buttons for 'Print' and 'Information-at-a-Glance'.
- View Changes By (5):** A dropdown menu showing 'All Changes'.
- Next Steps (6):** A section with buttons for 'Edit', 'Rollback', and 'APPROVE'.
- Course Change Request (7):** A window displaying the details of the selected course, including the course title, date submitted, and a list of roles in the workflow.

- 1. Role Dropdown** – Use this dropdown to select one of your roles. Any proposals that are in workflow and awaiting review by that role will appear in the list below the dropdown.
- 2.** List of all proposals currently awaiting review by the role selected from the Role Dropdown.
- 3. Workflow** – This window shows what steps of workflow the currently selected proposal has completed and what roles are still waiting to review the proposal.
- 4. Print and Information-at-a-Glance Buttons** – The printer icon allows users to print the currently selected proposal, and the Information-at-a-Glance button will generate a pop-up window showing the currently selected proposal's Title, Author, Workflow Step, College, and Department.
- 5. View Changes By Dropdown** – Use this dropdown to select different users that have made edits to the currently proposed version of this course. The proposal will show the course as it was during that user's edits with their revisions specifically highlighted.
- 6. Proposal Edit, Rollback, and Approve Buttons** – These buttons allow users to edit, approve, or roll a proposal back to a previous role in the workflow.
- 7. Proposal Window** – This area will display the currently selected course proposal

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CourseLeaf CIM 10 – Course Proposal

Export to PDF

Date Submitted: 07/22/25 9:19 am

Viewing: **SBIO 2514 : Applied Industrial Ecology Introduction to Sustainability and Industrial Ecology**

Last approved: 09/13/24 3:10 pm

Last revision: 07/22/25 9:19 am

Changes proposed by: Angela Riegel (ariegel)

Catalog Pages referencing this course

[Sustainable Biomaterials](#)
[Sustainable Biomaterials \(SBIO\)](#)
[BSSB: Sustainable Systems Science Major](#)

Course Request Type

Standard

Contact Information:

Department: Angela Riegel

Contact Name

Contact Phone: 540-231-7107

Contact E-mail: ariegel@vt.edu

Go to (insert link) to access the accompanying instructional document to complete this form.

Is this a Scorecard Course? No

First Year Experience Course? No

Is this a Topics Course? No

In Workflow

1. 0023 Department Chair UG

2. 10 Associate Dean View UG

3. Registrar 15 Day Review

4. 10 College Curriculum Committee Chair UG

5. Office of the University Registrar

6. Banner

Approval Path

1. 07/22/25 1:40 pm Laszlo Horvath (lhorvat): Approved for 0023 Department Chair UG

2. 07/22/25 1:47 pm Keith Goyne (goynek): Approved for 10 Associate Dean View UG

History

1. Sep 13, 2024 by Angela Riegel (ariegel)

- Course Title** – The top of the proposal will show the currently proposed title and course number. Please note in this example the redline/green markup indicating pending revisions made to the title.
- Last Approved and Last Revision Dates** – Directly under the course title will be two dates depending on whether or not this proposal has completed governance prior. The Last Revision date indicates when a course was last edited. The Last Approved date is when the proposal most recently completed governance workflow.
- In Workflow Box** – This box will appear on proposals that are in workflow. The green-colored text indicates roles that have already approved the current proposal. Orange-colored text is the role currently reviewing the proposal.
- Approval Path Box** – The approval path shows dates, time, and users that approved the proposals and what workflow role they approved the proposal as.
- History** – This field keeps a record of ever previously approved governance action taken on a course. Clicking on the date in this box will open the historical proposal for that governance action.
- Ecosystem Box** – This box shows every catalog page, program, and course that uses the current course in some way (prerequisites, curriculums, etc.)
- Course Proposal** – This is where the proposal begins in earnest.

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Propose New Course – Standard

When do I use a New Standard Course Proposal form?

If you are proposing a brand-new course, changing the course number of an existing course (coupled with discontinuing the original course number).

1. From the Course Inventory Management (CIM) screen in CourseLeaf CIM, click the “Propose New Course” button.

This will open a blank proposal form in a new window.

The screenshot shows a web form titled "Propose New Course – Standard". At the top, there is a "Course Request Type" dropdown menu with "Standard" selected. Below this is a section titled "Contact Information:" with a dotted line separator. The form includes several input fields: "Department", "Contact Name", "Contact Phone", and "Contact E-mail" (with "@vt.edu" pre-filled). Below these fields is a link: "Go to (insert link) to access the accompanying instructional document to complete this form." There are three sets of radio button questions: "Is this a Scorecard Course?" (Yes/No), "First Year Experience Course?" (Yes/No, with "No" selected), and "Is this a Topics Course?" (Yes/No). Below these is an "Academic Level" section with a dropdown arrow and five radio button options: "AS - Associate", "GR - Graduate", "MD - Medicine", "PR - Professional", and "UG - Undergraduate". At the bottom, there is a label "Academic Level - Justification" followed by a large text area for justification.

2. Select “**Standard**” from the dropdown labeled “Course Request Type”
3. Fill out the Contact Information name, phone, and email fields.
4. Select Yes or No for the following questions: Is this a Scorecard Course?; First Year Experience Course?; and Is this a Topics Course?
 - a. If you are proposing a Scorecard Course, select the applicable Scorecard Metrics and compose a justification for the selected metrics. Consult the [Scorecard Metric Interpretive Guidance attachment](#) while composing the justification.
 - b. If proposing a First Year Experience (FYE) course, then attach an approval letter from the FYE Director.

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- c. If proposing a Topics Course, consult the [special requirements](#) while completing your proposal.
5. Select the Academic Level for the course based on the course number you will be proposing. Keep in mind that 4XXX- and 5XXX level courses should be marked as both UG and GR.
 - a. Associate Level (AS)
 - i. 0XXX – 1XXX
 - b. Undergraduate (UG)
 - i. 1XXX – 3XXX
 - c. Undergraduate and Graduate (UG and GR)
 - i. 4XXX – 5XXX
 - d. Graduate (GR)
 - i. 6XXX – 9XXX
6. Compose a paragraph in the Academic Level – Justification section that justifies and/or explains why this course is requested to be taught at the selected academic level. The paragraph should answer what students need to bring to the course to succeed and what will the student take from the course and apply toward the successful completion of their area of study?
 - a. Begin paragraph with the statement, “Course is taught at the X000-level because...”

General Information

Effective Term

Select...

Course Designator

Select...

Course Number

Sequenced Course

Select...

Sequenced Courses

Code	Title	

Course Picker

Department

Select Department...

College

Select College...

Default Grade

Select...

Mode

Instruction Types

☐ L - Lecture
 ☐ B - Lab
 ☐ E - Elective Clerkship
 ☐ K - Clerkship
 ☐ VB - Virtual Campus Lab
 ☐ VL - Virtual Campus Lecture

7. General Information – Effective Term
 - a. Select the term you want to start offering your new course.

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- b. Keep in mind that Academic Governance uses submission deadlines for Fall and Spring course proposals.
- 8. General Information – Course Designator and Course Number
 - a. Select the designator you will be using for your proposed course’s course number.
 - b. After you have selected the designator, the department and college fields of the proposal are automatically populated.
 - c. A “Course Numbers in Use” will also appear next to the Course number field when you have selected the designator. Use this tool to find available numbers for use under that designator.
 - d. When you have identified the course number you want to use and it abides by [University Policy No. 6900](#), add it to the Course Number field.
- 9. General Information – Sequenced Course
 - a. Consult the table located [here](#) to identify what code to use.
 - b. If proposing a sequence or series of courses, then identify those other courses using the Sequenced Courses Course picker.
 - c. Please note that Series and Connected courses have content and formatting requirements that can be found in the Attachments of these guidelines. Consult the [Series](#) or [Connected](#) requirements as you complete your proposal.
- 10. General Information – Department and College
 - a. These values are automatically populated based on what Course Designator was chosen in step 8.
- 11. General Information – Default Grade Mode
 - a. Select from the following options: A-F, Credit Hours only, Pass/Fail, or VTCSOM.
- 12. General Information – Instruction Types
 - a. Select the format that will be used for your proposed course.

Virtual Encoding Requirement

If revising a course to a L – Lecture or B – Lab course, Virginia Tech requires the proposal include encoding for the virtual counterpart (L and VL or B and VB). This does not impact how the course is scheduled/offered.

This is done to alleviate the strain on scheduling team resources in the event the course switches to a virtual format.

Crosslisted [Add...](#)

If a conjoint course, choose courses it is conjoint with.

Code	Title	
		+

Long Title

72 characters remaining

If the long title is 30 characters or less, the ADP title will be the same.

Course Transcript (ADP) Title

30 characters remaining

Credit Hours

Lecture Hours

Lab + Lab/Studio

Other Hours

13. General Information – Crosslisted

- If your proposed course is a crosslisted offering with another department then Click the “Add...” link and identify the course number, department, and college for the crosslisting.
- If you have identified a crosslisting for your proposed course, a new Attach File tool will appear below the Conjoint Course selector. Use this tool to attach a [support letter](#) from the department that will house the crosslisted version of the course.

14. General Information – If a Conjoint Course, Choose Courses it is Conjoint With

- A conjoint course is a pair of 4XXX- and 5XXX-level courses that offer the same content to undergraduate and graduate students respectively and are scheduled for the same location and time.
- The undergraduate course proposal must be approved through University Academic Governance before the graduate proposal can be approved.
- For more information on Conjoint Courses, see [Attachment C](#).
- If you are not proposing a conjoint course, then ignore this part of the proposal.

15. General Information – Long Title and Course Transcript (ADP) Title

- The Long title has a maximum of 72 characters.
- The ADP title has a maximum of 30 characters.
- If the Long title is shorter than 30 characters, then the ADP title should be identical.

16. General information – Repeatable and Credit Hours

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- a. If your proposed course is repeatable then click “Yes” and new required fields identifying the Maximum Number of Completions and Repeat Max Credit Hours will appear.
- b. Identify the number of credits that your proposed course is worth in the Credit Hours field.
- c. Define what types of hours compose the number of credit hours for this course. Use the [Instructional Credit Hour and Instructional Contact Minutes Calculator](#) to make sure your credit breakdown is valid.

Prerequisites							
And/Or	(	Course/Test Code	Min Grade/Score	Academic Level	)	Concurrency?	
	▼	BC 1224	P	UG ▼	▼	▼	✖ ↑ ↓
And ▼	(▼	STS 2054	B	UG ▼	▼	▼	✖ ↑ ↓
Or ▼	▼	HIST 2054	B	UG ▼) ▼	▼	✖ ↑ ↓

Description Prerequisites

🔍

If request is being processed for upcoming effective term: requests to ADD prerequisite requirements must be processed prior to the opening of course request for the applicable effective term. Requests to REMOVE prerequisite requirements may be completed at any time, unless the removal causes the course to be more restrictive.

Figure 1. In this example, students need to “pass” BC 1224 and receive a “B” grade in STS 2054 or HIST 2054 before they enroll in the proposed course. The proposal author needs to also include a [Support Letter](#) for any courses housed outside of their department as well as data justifying the “B” minimum grade requirement.

17. General Information – Prerequisites and Description Prerequisites

- a. Using the prerequisite tool, add courses that students are required to complete before enrolling in your proposed course.
 - i. If you need another line to add multiple prerequisite courses, then click the green + sign in the top right corner of the tool.
- b. The Min Grade/Score field is where you identify the grade students must receive in the prerequisite course.
 - i. If students only need to pass the course, then please enter a “P” in this field.
 - ii. Any minimum grade requirements above a passing grade require attaching data/information to the proposal that shows the minimum grade is required to successfully complete the proposed course.
- c. Virginia Tech does not use the Concurrency field at this time so that option should be left blank.

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- d. The Description Prerequisites field is for prerequisites that cannot be enforced by Banner. For example, “Senior Standing” or “Previous experience with laboratory equipment.”

Corequisite

Code	Title		
BC 1224	Introduction to Building Construction II		

Description Corequisites

STS 2054 or HIST 2054

Figure 2. In this example, students need to take BC 1224 and either STS 2054 or HIST 2054 during the same semester as the proposed course to enroll.

18. General Information – Corequisites and Description Corequisites

- Similar to the prerequisite fields, adding a course to the corequisite field will prevent students from enrolling in the proposed course unless they are also enrolled in the courses listed during the same semester.
- The Description Corequisite field is reserved for any corequisite requirements that have multiple options to choose from/use “or” logic.

Pre/Corequisite Enforcement

Banner is unable to enforce Description Prerequisites, Corequisites, and Description Corequisites. The requirements expressed in those fields will appear in the course’s catalog description, but students will not be automatically stopped from registering for the course if they don’t meet Description Pre/Corequisite requirements. Departments are the enforcement authority for Description Pre/Corequisites. Additionally, enforcement is automatically turned on for new courses. If you want to turn enforcement off for a course, please go to the [Revise Course – Pre/Co Requisite](#) section of these guidelines.

Part I: Course Information

Catalog Description

Learning Objectives

Having successfully completed this course, the student will be able to:

1

Justification - Purpose/Reason For the Course

19. Part I: Course information – Catalog Description

- Provide a brief description of the course content that aligns with the Learning Objectives and Topic Syllabus using key words/concepts that promote continuity between content, outcomes and topics covered by the course.
- If the course may be repeated for credit. In addition to checking “Repeatable” “Yes” on this proposal form, include the statement “May be repeated _____ times with different content for a maximum of _____ credit hours.” at the end of the catalog description.
Example to illustrate a repeatable 3-credit course: “May be repeated 2 times with different content for a maximum of 9 credit hours.”
- If there is content duplication between the revised course and another currently approved course, and students may not receive credit for completing both, include one of the following statements:
“Duplicates _____” or “Course credit will not be awarded for both _____ and _____”
 - Do not state “partial duplication.”
- Do not include a credit hour breakdown in the Catalog Description. That information is automatically populated into the Catalog Description based on the information provided in previous sections.

20. Part I: Course information – Learning Objectives

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- a. Use key words/concepts/phrases to promote continuity/alignment between the Catalog Description (content), Learning Objectives (outcomes), and Topic Syllabus (topics).
 - b. Do not list assignments the students will complete. Instead, state what measurable capabilities, skills, knowledge, proficiency, and/or expertise will students gain in this course.
 - c. Although not an all-inclusive list, “Attachment A” provides a list of action verbs in support for writing measurable Learning Objective outcomes.
 - d. While one action verb per learning objective is preferred, additional action verbs may be used if the verbs are closely aligned, and the learning objective outcome can still be assessed in the context of both action verbs.
21. Part I: Course information – Justification - Purpose/Reason For the Course
- a. Compose a paragraph justifying why the course is needed and specifically why the proposed course should be taught at VT. Include how this course offering will benefit/support students in pursuit of an area of study as well as the educational significance/uniqueness of the proposed course.
 - b. This field should not duplicate the Academic Level – Justification.

Required or Recommended Text

Text(s)/Materials +

Topic Syllabus

📄 ✂ 🗑 ↶ ↷
B *I* U ^{x²} _{x₂}
🔗 📁 📑 📊 📈
🔗 📁 📑 📊 📈
🔗 📁 📑 📊 📈
🔗 📁 📑 📊 📈

Format ▾ Styles ▾
🔗 📁 📑 📊 📈
🔗 📁 📑 📊 📈
🔗 📁 📑 📊 📈
🔗 📁 📑 📊 📈
🔗 📁 📑 📊 📈

Additional Documentation

Attach File

Uploaded Files:

Files To Be Uploaded:

22. Part I: Course information – Required or Recommended Text

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- a. List the texts/materials that students will need for the course. If there is no required text, then the first entry field should state “Required: None” followed by a brief justification of why this course has no required texts. This should be followed by example materials in subsequent entry fields.
- b. Text(s)/Materials are divided into three categories:
 - i. **Required** materials are texts or supplies that students will need to purchase and use for the course.
 - ii. **Recommended** materials are texts or supplies that students do not need for the course and/or materials that will be provided to the student free of cost.
 - iii. **Example** materials are listed in the case that a course has no Required materials. These can include supplementary texts, journal articles, periodicals, films, courseware packets, websites, etc. but should similarly be provided free of charge to the student.

23. Part I: Course information – Topic Syllabus

- a. Using keywords/concepts that align with the Catalog Description and Learning Objectives, list topics that students will cover during the course and what percentage of the total coursework that topic will account for.
- b. If a topic percentage is greater than 20%, a breakdown of sub-topics should also be listed.
- c. The percentages of all topics should add up to a total of 100%.

24. Additional Documentation

- a. Click the “Attach File” button to add Resource and Support letters as necessary.
- b. All standard and pathways course proposals (regardless of whether they are brand new courses or revisions) are required to include a new [Resource Letter](#) from the department head or a designee stating whether the new course or revision will require additional departmental resources.
- c. If you added a course to the corequisites or prerequisites, then you must include a [Support Letter](#) from the department that houses the pre/corequisite and authorizes the use of their course.

Propose New Course – Pathways

When do I use a New Pathways Course Proposal form?

If you are proposing a brand-new course that will satisfy Pathways requirements.

1. From the Course Inventory Management (CIM) screen in CourseLeaf CIM, click the “Propose New Course” button.

This will open a blank proposal form in a new window.

Course Request Type Pathways

Contact Information:

Department

Contact Name

Contact Phone Contact E-mail

Go to (insert link) to access the accompanying instructional document to complete this form.

Is this a Scorecard Course? ☐ Yes ☐ No

First Year Experience Course? ☐ Yes ☒ No

Is this a Topics Course? ☐ Yes ☐ No

Academic Level ☐ AS - Associate
☐ GR - Graduate
☐ MD - Medicine
☐ PR - Professional
☐ UG - Undergraduate

Academic Level - Justification

2. Select “**Pathways**” from the dropdown labeled “Course Request Type”
3. Fill out the Contact Information name, phone, and email fields.
4. Select Yes or No for the following questions: Is this a Scorecard Course?; First Year Experience Course?; and Is this a Topics Course?
 - a. If you are proposing a Scorecard Course, select the applicable Scorecard Metrics and compose a justification for the selected metrics. Consult the [Scorecard Metric Interpretive Guidance attachment](#) while composing the justification.
 - b. If proposing a First Year Experience (FYE) course, then attach an approval letter from the FYE Director.
 - c. If proposing a Topics Course, consult the [special requirements](#) while completing your proposal.

To navigate back to Table of Content Page – Press “Ctrl+Home”

5. Select the Academic Level for the course based on the course number you will be proposing. Keep in mind that 4XXX- and 5XXX level courses should be marked as both UG and GR.
 - a. 0XXX – 1XXX Level Courses = AS
 - b. 1XXX – 3XXX Level Courses = UG
 - c. 4XXX – 5XXX Level Courses = UG and GR
 - d. 6XXX – 9XXX Level Courses = GR
6. Compose a paragraph in the Academic Level – Justification section that justifies and/or explains why this course is requested to be taught at the selected academic level. The paragraph should answer what students need to bring to the course to succeed and what will the student take from the course and apply toward the successful completion of their area of study?
 - a. Begin paragraph with the statement, “Course is taught at the X000-level because...”

General Information

Effective Term:

Course Designator: Course Number:

Sequenced Course:

Sequenced Courses Course Picker

Code	Title
+ Add	

Department:

College:

Default Grade Mode:

Instruction Types

<input type="checkbox"/> L - Lecture	<input type="checkbox"/> B - Lab
<input type="checkbox"/> E - Elective Clerkship	<input type="checkbox"/> K - Clerkship
<input type="checkbox"/> VB - Virtual Campus Lab	<input type="checkbox"/> VL - Virtual Campus Lecture

7. General Information – Effective Term
 - a. Select the term you want to start offering your new course.
 - b. Keep in mind that Academic Governance uses submission deadlines for Fall and Spring course proposals.
8. General Information – Course Designator and Course Number
 - a. Select the designator you will be using for your proposed course’s course number.

To navigate back to Table of Content Page – Press “Ctrl+Home”

- b. After you have selected the designator, the department and college fields of the proposal are automatically populated.
 - c. A “Course Numbers in Use” will also appear next to the Course number field when you have selected the designator. Use this tool to find available numbers for use under that designator.
 - d. When you have identified the course number you want to use and it abides by [University Policy No. 6900](#), add it to the Course Number field.
- 9. General Information – Sequenced Course
 - a. Consult the Sequenced Course Codes table located [here](#) to identify what code to use.
 - b. If proposing a sequence or series of courses, then identify those other courses using the Sequenced Courses Course picker.
 - c. Please note that Series and Connected courses have content and formatting requirements that can be found in the Attachments of these guidelines. Consult the [Series](#) or [Connected](#) requirements as you complete your proposal.
- 10. General Information – Department and College
 - a. These values are automatically populated based on what Course Designator was chosen in step 8.
- 11. General Information – Default Grade Mode
 - a. Select from the following options: A-F, Credit Hours only, Pass/Fail, or VTCSOM.
- 12. General Information – Instruction Types
 - a. Select the format that will be used for your proposed course.

Virtual Encoding Requirement

If revising a course to a L – Lecture or B – Lab course, Virginia Tech requires the proposal include encoding for the virtual counterpart (L and VL or B and VB). This does not impact how the course is scheduled/offered.

This is done to alleviate the strain on scheduling team resources in the event the course switches to a virtual format.

Crosslisted [Add...](#)

If a conjoint course, choose courses it is conjoint with.

Code	Title	
		+

Long Title

72 characters remaining

If the long title is 30 characters or less, the ADP title will be the same.

Course Transcript (ADP) Title

30 characters remaining

Credit Hours

Lecture Hours

Lab + Lab/Studio

Other Hours

13. General Information – Crosslisted

- If your proposed course is a crosslisted offering with another department then Click the “Add...” link and identify the course number, department, and college for the crosslisting.
- If you have identified a crosslisting for your proposed course, a new Attach File tool will appear below the Conjoint Course selector. Use this tool to attach a [support letter](#) from the department that will house the crosslisted version of the course.

14. General Information – If a Conjoint Course, Choose Courses it is Conjoint With

- A conjoint course is a pair of 4XXX- and 5XXX-level courses that offer the same content to undergraduate and graduate students respectively and are scheduled for the same location and time.
- The undergraduate course proposal must be approved through University Academic Governance before the graduate proposal can be approved.
- For more information on Conjoint Courses, see [Attachment C](#).
- If you are not proposing a conjoint course, then ignore this part of the proposal.

15. General Information – Long Title and Course Transcript (ADP) Title

- The Long title has a maximum of 72 characters.
- The ADP title has a maximum of 30 characters.
- If the Long title is shorter than 30 characters, then the ADP title should be identical.

16. General information – Repeatable and Credit Hours


To navigate back to Table of Content Page – Press “Ctrl+Home”

- If your proposed course is repeatable then click “Yes” and new required fields identifying the Maximum Number of Completions and Repeat Max Credit Hours will appear.
- Identify the number of credits that your proposed course is worth in the Credit Hours field.
- Define what types of hours compose the number of credit hours for this course. Use the [Instructional Credit Hour and Instructional Contact Minutes Calculator](#) to make sure your credit breakdown is valid.

Prerequisites

And/Or	(	Course/Test Code	Min Grade/Score	Academic Level	)	Concurrency?	
	▼	BC 1224	P	UG ▼	▼	▼	✖ ↑ ↓
And ▼	(▼	STS 2054	B	UG ▼	▼	▼	✖ ↑ ↓
Or ▼	▼	HIST 2054	B	UG ▼) ▼	▼	✖ ↑ ↓

Description Prerequisites



If request is being processed for upcoming effective term: requests to ADD prerequisite requirements must be processed prior to the opening of course request for the applicable effective term. Requests to REMOVE prerequisite requirements may be completed at any time, unless the removal causes the course to be more restrictive.

Figure 3. In this example, students need to “pass” BC 1224 and receive a “B” grade in STS 2054 or HIST 2054 before they enroll in the proposed course. The proposal author needs to also include a [Support Letter](#) for any courses housed outside of their department as well as data justifying the “B” minimum grade requirement.

17. General Information – Prerequisites and Description Prerequisites

- Using the prerequisite tool, add courses that students are required to complete before enrolling in your proposed course.
 - If you need another line to add multiple prerequisite courses, then click the green + sign in the top right corner of the tool.
- The Min Grade/Score field is where you identify the grade students must receive in the prerequisite course.
 - If students only need to pass the course, then please enter a “P” in this field.
 - Any minimum grade requirements above a passing grade require attaching data/information to the proposal that shows the minimum grade is required to successfully complete the proposed course.
- Virginia Tech does not use the Concurrency field at this time so that option should be left blank.

To navigate back to Table of Content Page – Press “Ctrl+Home”

- d. The Description Prerequisites field is for prerequisites that cannot be enforced by Banner. For example, “Senior Standing” or “Previous experience with laboratory equipment.”

Corequisite

Code	Title		
BC 1224	Introduction to Building Construction II		

Description Corequisites

STS 2054 or HIST 2054

Figure 4. In this example, students need to take BC 1224 and either STS 2054 or HIST 2054 during the same semester as the proposed course to enroll.

18. General Information – Corequisites and Description Corequisites

- Similar to the prerequisite fields, adding a course to the Corequisite field will prevent students from enrolling in the proposed course unless they are also enrolled in the courses listed during the same semester.
- The Description Corequisite field is reserved for any corequisite requirements that have multiple options to choose from/use “or” logic.

Pre/Corequisite Enforcement

Banner is unable to enforce Description Prerequisites, Corequisites, and Description Corequisites. The requirements expressed in those fields will appear in the course’s catalog description, but students will not be automatically stopped from registering for the course if they don’t meet Description Pre/Corequisite requirements. Departments are the enforcement authority for Description Pre/Corequisites. Additionally, enforcement is automatically turned on for new courses. If you want to turn enforcement off for a course, please go to the [Revise Course – Pre/Co Requisite](#) section of these guidelines.

Part I: Course Information

Catalog Description

Learning Objectives

Having successfully completed this course, the student will be able to:

1

Justification - Purpose/Reason For the Course

19. Part I: Course information – Catalog Description

- Provide a brief description of the course content that aligns with the Learning Objectives and Topic Syllabus using key words/concepts that promote continuity between content, outcomes and topics covered by the course.
- If the course may be repeated for credit. In addition to checking “Repeatable” “Yes” on this proposal form, include the statement “May be repeated _____ times with different content for a maximum of _____ credit hours.” at the end of the catalog description.
Example to illustrate a repeatable 3-credit course: “May be repeated 2 times with different content for a maximum of 9 credit hours.”
- If there is content duplication between the revised course and another currently approved course, and students may not receive credit for completing both, include one of the following statements:
“Duplicates _____” or “Course credit will not be awarded for both _____ and _____”
 - Do not state “partial duplication.”
- Do not include a credit hour breakdown in the Catalog Description. That information is automatically populated into the Catalog Description based on the information provided in previous sections.

20. Part I: Course information – Learning Objectives

To navigate back to Table of Content Page – Press “Ctrl+Home”

- a. Use key words/concepts/phrases to promote continuity/alignment between the Catalog Description (content), Learning Objectives (outcomes), and Topic Syllabus (topics).
- b. Do not list assignments the students will complete. Instead, state what measurable capabilities, skills, knowledge, proficiency, and/or expertise will students gain in this course.
- c. Although not an all-inclusive list, “Attachment A” provides a list of action verbs in support for writing measurable Learning Objective outcomes.
- d. While one action verb per learning objective is preferred, additional action verbs may be used if the verbs are closely aligned, and the learning objective outcome can still be assessed in the context of both action verbs.

Pathways-Specific Learning Objective Guidance

Indicate which of the Pathways core and/or integrative concepts correspond to each learning objective by annotating the concept at the end of the 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].”

21. Part I: Course information – Justification - Purpose/Reason For the Course

- a. Compose a paragraph justifying why the course is needed and specifically why the proposed course should be taught at VT. Include how this course offering will benefit/support students in pursuit of an area of study as well as the educational significance/uniqueness of the proposed course.
- b. This field should not duplicate the Academic Level – Justification.

Required or Recommended Text

Topic Syllabus

Additional Documentation

Attach File

Uploaded Files:

Files To Be Uploaded:

22. Part I: Course information – Required or Recommended Text

- a. List the texts/materials that students will need for the course. If there is no required text, then the first entry field should state “Required: None” followed by a brief justification of why this course has no required texts. This should be followed by example materials in subsequent entry fields.
- b. Text(s)/Materials are divided into three categories:
 - i. **Required** materials are texts or supplies that students will need to purchase and use for the course.
 - ii. **Recommended** materials are texts or supplies that students do not need for the course and/or materials that will be provided to the student free of cost.
 - iii. **Example** materials are listed in the case that a course has no Required materials. These can include supplementary texts, journal articles, periodicals, films, courseware packets, websites, etc. but should similarly be provided free of charge to the student.

23. Part I: Course information – Topic Syllabus

- a. Using keywords/concepts that align with the Catalog Description and Learning Objectives, list topics that students will cover during the course and what percentage of the total coursework that topic will account for.

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- b. If a topic percentage is greater than 20%, a breakdown of sub-topics should also be listed.
- c. The percentages of all topics should add up to a total of 100%.

24. Additional Documentation

- a. Click the “Attach File” button to add Resource and Support letters as necessary.
- b. All standard and pathways course proposals (regardless of whether they are brand new courses or revisions) are required to include a new Resource Letter from the department head or a designee stating whether the new course or revision will require additional departmental resources.
- c. If you added a course to the corequisites or prerequisites, then you must include a [Support Letter](#) from the department that houses the pre/corequisite and authorizes the use of their course.

Revise Course – Standard

When do I use a Standard course revision form?

If you are revising an existing course that does not fulfill Pathways requirements, and those proposed revisions encompass anything outside of pre/corequisites changes.

Information Lost During Migration

During the migration from JIRA to CourseLeaf CIM, some information did not transfer. Please note that all required fields must still be filled out if revising an existing course. If a required section did not migrate to CourseLeaf CIM, please complete the section as though it were a new course proposal. The Academic Governance team can also provide historical proposal records for existing courses to assist with transferring information into CourseLeaf CIM.

1. From the Course Inventory Management (CIM) screen in CourseLeaf CIM, locate the course you would like to revise.
Click the “Revise Course” button in the top-right corner of the course.
2. Select “**Standard**” from the dropdown labeled “Course Request Type”
3. Fill out the Contact Information name, phone, and email fields.

Is this a Scorecard Course? ☐ Yes ☒ No

First Year Experience Course? ☐ Yes ☒ No

Is this a Topics Course? ☐ Yes ☒ No

Revision Summary - Justification

Academic Level ☐ AS - Associate
☐ GR - Graduate
☐ MD - Medicine
☐ PR - Professional
☒ UG - Undergraduate

Academic Level - Justification
This course is taught at the 3000-level because it provides an advanced exploration of design and industry application. Students will engage in a hands-on, semester-long project that will require the practical integration of foundational communication and research skills developed in preceding 1000 and 2000 level courses.

4. Select Yes or No for the following questions: Is this a Scorecard Course?; First Year Experience Course?; and Is this a Topics Course?
 - a. If you are revising an existing course into a Scorecard Course, select the applicable Scorecard Metrics and compose a justification for the selected metrics. Consult the [Scorecard Metric Interpretive Guidance attachment](#) while composing the justification.

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- b. If revising an existing course into a First Year Experience (FYE) course, then attach an approval letter from the FYE Director.
 - c. If revising an existing course into a Topics Course, consult the [special requirements](#) while completing your proposal.
- 5. Revision Summary – Justification
 - a. Provide a summary of the changes made to the existing course and why they were necessary.
 - b. If revising a course in response to 15-DR comments, you can address those comments in this field as well.
- 6. Academic Level
 - a. At this time, course numbers cannot be changed through a course revision. As such, this section should not be edited during a revision.
If you wish to change the course number of an existing course, contact the Academic Governance team at acadgov@vt.edu for further instructions.
- 7. Academic Level – Justification
 - a. If this field has not previously been filled out, did not migrate, or no longer reflects the course as offered then compose a paragraph that justifies and/or explains why this course is taught at the selected academic level. The paragraph should answer what students need to bring to the course to succeed and what will the student take from the course and apply toward the successful completion of their area of study?
 - b. Begin paragraph with the statement, “Course is taught at the X000-level because...”

General Information

Effective Term

Select...

Course Designator

Select...

Course Number

Sequenced Course

Select...

Sequenced Courses

Code	Title	

Course Picker

Department

Select Department...

College

Select College...

Default Grade Mode

Select...

Instruction Types

☐ L - Lecture

☐ B - Lab

☐ E - Elective Clerkship

☐ K - Clerkship

☐ VB - Virtual Campus Lab

☐ VL - Virtual Campus Lecture

To navigate back to Table of Content Page – Press “Ctrl+Home”

8. General Information – Effective Term
 - a. Select the term you want your proposed revisions to go into effect.
 - b. Keep in mind that Academic Governance uses submission deadlines for Fall and Spring course proposals.
9. General Information – Course Designator and Course Number
 - a. Course numbers cannot be revised, so these fields should be left alone. Any proposed revisions to these fields will be rolled back to the proposal author.
 - b. If you wish to change the course number of an existing course, contact the Academic Governance team at acadgov@vt.edu for further instructions.
10. General Information – Sequenced Course
 - a. If your proposed revisions include a change to the course’s status as a Connected, Sequenced, or Singular course that would also necessitate a course number change in accordance with University Policy No. 6900 then contact the Academic Governance team.
11. General Information – Department and College
 - a. These values are automatically populated based on what Course Designator was chosen in step 8.
12. General Information – Default Grade Mode
 - a. Select from the following options: A-F, Credit Hours only, Pass/Fail, or VTCOM.
13. General Information – Instruction Types
 - a. Make any changes to this section as necessary.

Virtual Encoding Requirement

If revising a course to a L – Lecture or B – Lab course, Virginia Tech requires the proposal include encoding for the virtual counterpart (L and VL or B and VB). This does not impact how the course is scheduled/offered.

This is done to alleviate the strain on scheduling team resources in the event the course switches to a virtual format.

Crosslisted [Add...](#)

If a conjoint course, choose courses it is conjoint with.

Code	Title	
		+

Long Title

72 characters remaining

If the long title is 30 characters or less, the ADP title will be the same.

Course Transcript

(ADP) Title 30 characters remaining

Credit Hours

Lecture Hours

Lab + Lab/Studio

Other Hours

14. General Information – Crosslisted

- If proposing a new crosslisting for your course then click the “Add...” link and identify the course number, department, and college for the crosslisting.
- If you have identified a crosslisting for your course, a new Attach File tool will appear below the Conjoint Course selector. Use this tool to attach a [support letter](#) from the department that will house the crosslisted version of the course.

15. General Information – If a Conjoint Course, Choose Courses it is Conjoint With

- A conjoint course is a pair of 4XXX- and 5XXX-level courses that offer the same content to undergraduate and graduate students respectively and are scheduled for the same location and time.
- For more information on Conjoint Courses, see [Attachment C](#).
- If you are not proposing a conjoint course, then ignore this part of the proposal.

16. General Information – Long Title and Course Transcript (ADP) Title

- The Long title has a maximum of 72 characters.
- The ADP title has a maximum of 30 characters.
- If the Long title is shorter than 30 characters, then the ADP title should be identical.

17. General information – Repeatable and Credit Hours

- If your revisions include making your course repeatable then click “Yes.” New required fields identifying the Maximum Number of Completions and Repeat Max Credit Hours will appear.


To navigate back to Table of Content Page – Press “Ctrl+Home”

- b. Revisions to the credit hours or what type of hours make up the credits should be input in the [Instructional Credit Hour and Instructional Contact Minutes Calculator](#) to make sure it is a valid credit hour composition.

Prerequisites

And/Or	(	Course/Test Code	Min Grade/Score	Academic Level	)	Concurrency?	
	▼	BC 1224	P	UG	▼	▼	✖ ↑ ↓
And ▼	(▼	STS 2054	B	UG	▼	▼	✖ ↑ ↓
Or ▼	▼	HIST 2054	B	UG) ▼	▼	✖ ↑ ↓

Description Prerequisites



If request is being processed for upcoming effective term: requests to ADD prerequisite requirements must be processed prior to the opening of course request for the applicable effective term. Requests to REMOVE prerequisite requirements may be completed at any time, unless the removal causes the course to be more restrictive.

Figure 5. In this example, students need to “pass” BC 1224 and receive a “B” grade in STS 2054 or HIST 2054 before they enroll in the proposed course. The proposal author needs to also include a [Support Letter](#) for any courses housed outside of their department as well as data justifying the “B” minimum grade requirement.

18. General Information – Prerequisites and Description Prerequisites

- Using the prerequisite tool, revise/add courses that students are required to complete before enrolling in your revised course.
 - If you need another line to add multiple prerequisite courses, then click the green + sign in the top right corner of the tool.
 - Line can also be removed by clicking the red x.
- The Min Grade/Score field is where you identify the grade students must receive in the prerequisite course.
 - If students only need to pass the course, then please enter a “P” in this field.
 - Any minimum grade requirements above a passing grade require attaching data/information to the proposal that shows the minimum grade is required to successfully complete the proposed course.
- Virginia Tech does not use the Concurrency field at this time so that option should be left blank.
- The Description Prerequisites field is for prerequisites that cannot be enforced by Banner. For example, “Senior Standing” or “Previous experience with laboratory equipment.”

To navigate back to Table of Content Page – Press “Ctrl+Home”

Corequisite

Code	Title		
BC 1224	Introduction to Building Construction II		

Description Corequisites

STS 2054 or HIST 2054

Figure 6. In this example, students need to take BC 1224 and either STS 2054 or HIST 2054 during the same semester as the proposed course to enroll.

19. General Information – Corequisites and Description Corequisites

- Similar to the prerequisite fields, adding a course to the Corequisite field will prevent students from enrolling in the proposed course unless they are also enrolled in the courses listed during the same semester.
- The Description Corequisite field is reserved for any corequisite requirements that have multiple options to choose from/use “or” logic.

Pre/Corequisite Enforcement

Banner is unable to enforce Description Prerequisites, Corequisites, and Description Corequisites. The requirements expressed in those fields will appear in the course’s catalog description, but students will not be automatically stopped from registering for the course if they don’t meet Description Pre/Corequisite requirements. Departments are the enforcement authority for Description Pre/Corequisites.

If you want to turn enforcement off for a course, please go to the [Revise Course – Pre/Co Requisite](#) section of these guidelines.

Part I: Course Information

Catalog Description

Learning Objectives

Having successfully completed this course, the student will be able to:

1

Justification - Purpose/Reason For the Course

20. Part I: Course information – Catalog Description

- a. If proposing changes to Catalog Description, be sure the description aligns with the Learning Objectives and Topic Syllabus using key words/concepts that promote continuity between content, outcomes and topics covered by the course.
- b. If the course may be repeated for credit. In addition to checking “Repeatable” “Yes” on this proposal form, include the statement “May be repeated _____ times with different content for a maximum of _____ credit hours.” at the end of the catalog description.

Example to illustrate a repeatable 3-credit course: “May be repeated 2 times with different content for a maximum of 9 credit hours.”

- c. If there is content duplication between the revised course and another currently approved course, and students may not receive credit for completing both, include one of the following statements:
“Duplicates _____” or “Course credit will not be awarded for both _____ and _____”
 - i. Do not state “partial duplication.”
- d. Do not include a credit hour breakdown in the Catalog Description. That information is automatically populated into the Catalog Description based on the information provided in previous sections.

21. Part I: Course information – Learning Objectives

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- Required or Recommended Text**

Text(s)/Materials	
1	

Topic Syllabus

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📄 Source

Additional Documentation

Uploaded Files:

Files To Be Uploaded:

To navigate back to Table of Content Page – Press “Ctrl+Home”

- a. List the texts/materials that students will need for the course. If there is no required text, then the first entry field should state “Required: None” followed by a brief justification of why this course has no required texts. This should be followed by example materials in subsequent entry fields.
- b. Text(s)/Materials are divided into three categories:
 - i. **Required** materials are texts or supplies that students will need to purchase and use for the course.
 - ii. **Recommended** materials are texts or supplies that students do not need for the course and/or materials that will be provided to the student free of cost.
 - iii. **Example** materials are listed in the case that a course has no Required materials. These can include supplementary texts, journal articles, periodicals, films, courseware packets, websites, etc. but should similarly be provided free of charge to the student.

24. Part I: Course information – Topic Syllabus

- a. Using keywords/concepts that align with the Catalog Description and Learning Objectives, list topics that students will cover during the course and what percentage of the total coursework that topic will account for.
- b. If a topic percentage is greater than 20%, a breakdown of sub-topics should also be listed.
- c. The percentages of all topics should add up to a total of 100%.

25. Additional Documentation

- a. Click the “Attach File” button to add Resource and Support letters as necessary.
- b. All standard and pathways course proposals (regardless of whether they are brand new courses or revisions) are required to include a new Resource Letter from the department head or a designee stating whether the new course or revision will require additional departmental resources.
- c. If you added a course to the corequisites or prerequisites, then you must include a [Support Letter](#) from the department that houses the pre/corequisite and authorizes the use of their course.

Revise Course – Pathways

When do I use a Pathways course revision form?

If you are revising an existing course that fulfills Pathways requirements, and those proposed revisions encompass anything outside of pre/corequisites changes.

Information Lost During Migration

During the migration from JIRA to CourseLeaf CIM, some information did not transfer over. Please note that all required fields must still be filled out if revising an existing course.

If a required section did not migrate to CourseLeaf CIM, please complete the section as though it were a new course proposal. The Academic Governance team can also provide historical proposal records for existing courses to assist with transferring information into CourseLeaf CIM.

1. From the Course Inventory Management (CIM) screen in CourseLeaf CIM, locate the course you would like to revise.
Click the “Revise Course” button in the top-right corner of the course.
2. Select “**Pathways**” from the dropdown labeled “Course Request Type”
3. Fill out the Contact Information name, phone, and email fields.

Is this a Scorecard Course? ☐ Yes ☒ No

First Year Experience Course? ☐ Yes ☒ No

Is this a Topics Course? ☐ Yes ☒ No

Revision Summary - Justification

Academic Level ☐ AS - Associate
☐ GR - Graduate
☐ MD - Medicine
☐ PR - Professional
☒ UG - Undergraduate

Academic Level - Justification

This course is taught at the 3000-level because it provides an advanced exploration of design and industry application. Students will engage in a hands-on, semester-long project that will require the practical integration of foundational communication and research skills developed in preceding 1000 and 2000 level courses.

4. Select Yes or No for the following questions: Is this a Scorecard Course?; First Year Experience Course?; and Is this a Topics Course?
 - a. If you are revising an existing course into a Scorecard Course, select the applicable Scorecard Metrics and compose a justification for the selected metrics. Consult the [Scorecard Metric Interpretive Guidance attachment](#) while composing the justification.

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- b. If revising an existing course into a First Year Experience (FYE) course, then attach an approval letter from the FYE Director.
 - c. If revising an existing course into a Topics Course, consult the [special requirements](#) while completing your proposal.
- 5. Revision Summary – Justification
 - a. Provide a summary of the changes made to the existing course and why they were necessary.
 - b. If revising a course in response to 15-DR comments, you can address those comments in this field as well.
- 6. Academic Level
 - a. At this time, course numbers cannot be changed through a course revision. As such, this section should not be edited during a revision.
If you wish to change the course number of an existing course, contact the Academic Governance team at acadgov@vt.edu for further instructions.
- 7. Academic Level – Justification
 - a. If this field has not previously been filled out, did not migrate, or no longer reflects the course as offered then compose a paragraph that justifies and/or explains why this course is taught at the selected academic level. The paragraph should answer what students need to bring to the course to succeed and what will the student take from the course and apply toward the successful completion of their area of study?
 - b. Begin paragraph with the statement, “Course is taught at the X000-level because...”

General Information

Effective Term

Select...

Course Designator

Select...

Course Number

Sequenced Course

Select...

Sequenced Courses

Code	Title	

Course Picker

Department

Select Department...

College

Select College...

Default Grade Mode

Select...

Instruction Types

☐ L - Lecture

☐ B - Lab

☐ E - Elective Clerkship

☐ K - Clerkship

☐ VB - Virtual Campus Lab

☐ VL - Virtual Campus Lecture

To navigate back to Table of Content Page – Press “Ctrl+Home”

8. General Information – Effective Term
 - a. Select the term you want your proposed revisions to go into effect.
 - b. Keep in mind that Academic Governance uses submission deadlines for Fall and Spring course proposals.
9. General Information – Course Designator and Course Number
 - a. Course numbers cannot be revised, so these fields should be left alone. Any proposed revisions to these fields will be rolled back to the proposal author.
 - b. If you wish to change the course number of an existing course, contact the Academic Governance team at acadgov@vt.edu for further instructions.
10. General Information – Sequenced Course
 - a. If your proposed revisions include a change to the course’s status as a Connected, Sequenced, or Singular course that would also necessitate a course number change in accordance with University Policy No. 6900 then contact the Academic Governance team.
11. General Information – Department and College
 - a. These values are automatically populated based on what Course Designator was chosen in step 8.
12. General Information – Default Grade Mode
 - a. Select from the following options: A-F, Credit Hours only, Pass/Fail, or VTCSOM.
13. General Information – Instruction Types
 - a. Make any changes to this section as necessary.

Virtual Encoding Requirement

If revising a course to a L – Lecture or B – Lab course, Virginia Tech requires the proposal include encoding for the virtual counterpart (L and VL or B and VB). This does not impact how the course is scheduled/offered.

This is done to alleviate the strain on scheduling team resources in the event the course switches to a virtual format.

Crosslisted [Add...](#)

If a conjoint course, choose courses it is conjoint with.

Code	Title

Long Title

72 characters remaining

If the long title is 30 characters or less, the ADP title will be the same.

Course Transcript

(ADP) Title 30 characters remaining

Credit Hours

Lecture Hours

Lab + Lab/Studio

Other Hours

14. General Information – Crosslisted

- If proposing a new crosslisting for your course then click the “Add...” link and identify the course number, department, and college for the crosslisting.
- If you have identified a crosslisting for your course, a new Attach File tool will appear below the Conjoint Course selector. Use this tool to attach a [support letter](#) from the department that will house the crosslisted version of the course.

15. General Information – If a Conjoint Course, Choose Courses it is Conjoint With

- A conjoint course is a pair of 4XXX- and 5XXX-level courses that offer the same content to undergraduate and graduate students respectively and are scheduled for the same location and time.
- For more information on Conjoint Courses, see [Attachment C](#).
- If you are not proposing a conjoint course, then ignore this part of the proposal.

16. General Information – Long Title and Course Transcript (ADP) Title

- The Long title has a maximum of 72 characters.
- The ADP title has a maximum of 30 characters.
- If the Long title is shorter than 30 characters, then the ADP title should be identical.

17. General information – Repeatable and Credit Hours

- If your revisions include making your course repeatable then click “Yes.” New required fields identifying the Maximum Number of Completions and Repeat Max Credit Hours will appear.

To navigate back to Table of Content Page – Press “Ctrl+Home”

- b. Revisions to the credit hours or what type of hours make up the credits should be input in the [Instructional Credit Hour and Instructional Contact Minutes Calculator](#) to make sure it is a valid credit hour composition.

Prerequisites							
And/Or	(	Course/Test Code	Min Grade/Score	Academic Level	)	Concurrency?	
	▼	BC 1224	P	UG	▼	▼	✖ ↑ ↓
And ▼	(▼	STS 2054	B	UG	▼	▼	✖ ↑ ↓
Or ▼	▼	HIST 2054	B	UG) ▼	▼	✖ ↑ ↓

Description Prerequisites

If request is being processed for upcoming effective term: requests to ADD prerequisite requirements must be processed prior to the opening of course request for the applicable effective term. Requests to REMOVE prerequisite requirements may be completed at any time, unless the removal causes the course to be more restrictive.


Figure 7. In this example, students need to “pass” BC 1224 and receive a “B” grade in STS 2054 or HIST 2054 before they enroll in the proposed course. The proposal author needs to also include a [Support Letter](#) for any courses housed outside of their department as well as data justifying the “B” minimum grade requirement.

18. General Information – Prerequisites and Description Prerequisites

- a. Using the prerequisite tool, revise/add courses that students are required to complete before enrolling in your revised course.
 - i. If you need another line to add multiple prerequisite courses, then click the green + sign in the top right corner of the tool.
 - ii. Line can also be removed by clicking the red x.
- b. The Min Grade/Score field is where you identify the grade students must receive in the prerequisite course.
 - i. If students only need to pass the course, then please enter a “P” in this field.
 - ii. Any minimum grade requirements above a passing grade require attaching data/information to the proposal that shows the minimum grade is required to successfully complete the proposed course.
- c. Virginia Tech does not use the Concurrency field at this time so that option should be left blank.
- d. The Description Prerequisites field is for prerequisites that cannot be enforced by Banner. For example, “Senior Standing” or “Previous experience with laboratory equipment.”

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Corequisite

Code	Title		
BC 1224	Introduction to Building Construction II		

Description Corequisites

STS 2054 or HIST 2054

Figure 8. In this example, students need to take BC 1224 and either STS 2054 or HIST 2054 during the same semester as the proposed course to enroll.

19. General Information – Corequisites and Description Corequisites

- Similar to the prerequisite fields, adding a course to the Corequisite field will prevent students from enrolling in the proposed course unless they are also enrolled in the courses listed during the same semester.
- The Description Corequisite field is reserved for any corequisite requirements that have multiple options to choose from/use “or” logic.

Pre/Corequisite Enforcement

Banner is unable to enforce Description Prerequisites, Corequisites, and Description Corequisites. The requirements expressed in those fields will appear in the course’s catalog description, but students will not be automatically stopped from registering for the course if they don’t meet Description Pre/Corequisite requirements. Departments are the enforcement authority for Description Pre/Corequisites.

If you want to turn enforcement off for a course, please go to the [Revise Course – Pre/Co Requisite](#) section of these guidelines.

Part I: Course Information

Catalog Description

Learning Objectives

Having successfully completed this course, the student will be able to:

1

Justification - Purpose/Reason For the Course

20. Part I: Course information – Catalog Description

- a. If proposing changes to Catalog Description, be sure the description aligns with the Learning Objectives and Topic Syllabus using key words/concepts that promote continuity between content, outcomes and topics covered by the course.
- b. If the course may be repeated for credit. In addition to checking “Repeatable” “Yes” on this proposal form, include the statement “May be repeated _____ times with different content for a maximum of _____ credit hours.” at the end of the catalog description.
Example to illustrate a repeatable 3-credit course: “May be repeated 2 times with different content for a maximum of 9 credit hours.”
- c. If there is content duplication between the revised course and another currently approved course, and students may not receive credit for completing both, include one of the following statements:
“Duplicates _____” or “Course credit will not be awarded for both _____ and _____”
 - i. Do not state “partial duplication.”
- d. Do not include a credit hour breakdown in the Catalog Description. That information is automatically populated into the Catalog Description based on the information provided in previous sections.

21. Part I: Course information – Learning Objectives

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- Required or Recommended Text**

Text(s)/Materials

1

Topic Syllabus

Format Styles

B I U x² x₂ [List Icons] [Table Icon] [Source]

Additional Documentation

Attach File

Uploaded Files:

Files To Be Uploaded:

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- a. List the texts/materials that students will need for the course. If there is no required text, then the first entry field should state “Required: None” followed by a brief justification of why this course has no required texts. This should be followed by example materials in subsequent entry fields.
- b. Text(s)/Materials are divided into three categories:
 - i. **Required** materials are texts or supplies that students will need to purchase and use for the course.
 - ii. **Recommended** materials are texts or supplies that students do not need for the course and/or materials that will be provided to the student free of cost.
 - iii. **Example** materials are listed in the case that a course has no Required materials. These can include supplementary texts, journal articles, periodicals, films, courseware packets, websites, etc. but should similarly be provided free of charge to the student.

24. Part I: Course information – Topic Syllabus

- a. Using keywords/concepts that align with the Catalog Description and Learning Objectives, list topics that students will cover during the course and what percentage of the total coursework that topic will account for.
- b. If a topic percentage is greater than 20%, a breakdown of sub-topics should also be listed.
- c. The percentages of all topics should add up to a total of 100%.

25. Additional Documentation

- a. Click the “Attach File” button to add Resource and Support letters as necessary.
- b. All standard and pathways course proposals (regardless of whether they are brand new courses or revisions) are required to include a new Resource Letter from the department head or a designee stating whether the new course or revision will require additional departmental resources.
- c. If you added a course to the corequisites or prerequisites, then you must include a [Support Letter](#) from the department that houses the pre/corequisite and authorizes the use of their course.

Revise Course – Pre/Co Requisite

When do I use a Pre/Co Requisite course revision form?

If you are revising an existing course that does not fulfill Pathways requirements, and those proposed revisions do not encompass anything outside of pre/corequisites changes. For example, turning on/off enforcement of prerequisites, adding/removing a corequisite, or adding/removing a prerequisite on existing courses.

1. From the Course Inventory Management (CIM) screen in CourseLeaf CIM, locate the course you would like to revise.
Click the “Revise Course” button in the top-right corner of the course.
2. Select “**Pre/Co Requisite**” from the dropdown labeled “Course Request Type”
3. Fill out the Contact Information name, phone, and email fields.
4. General Information – Effective Term
 - a. Select the term you want your revision to go into effect.
 - b. Keep in mind that Academic Governance uses submission deadlines for new Fall and Spring course proposals.

Authorized Uses of the Pre/Co Requisite Form

The Pre/Co proposal form will display several fields in the General Information section that should be ignored.

Any changes made to fields other than Effective Term, Prerequisites, Description Prerequisites, Corequisite, and Description Prerequisite will result in your proposal being rolledback with instructions to submit a [Standard](#) or [Pathways](#) revision as appropriate. Changes to credit hours, instruction type, title, etc. must go through a full governance workflow that includes a 15-day review period by way of a Standard or Pathways course proposal.

5. General Information – Prerequisites and Description Prerequisites
 - a. Using the prerequisite tool, add courses that students are required to complete before enrolling in your proposed course.
 - i. If you need another line to add multiple prerequisite courses, then click the green + sign in the top right corner of the tool.
 - b. The Min Grade/Score field is where you identify the grade students must receive in the prerequisite course.
 - i. If students only need to pass the course, then please enter a “P” in this field.
 - ii. Any minimum grade requirements above a passing grade require attaching data/information to the proposal that shows the minimum grade is required to successfully complete the proposed course.

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- c. Virginia Tech does not use the Concurrency field at this time so that option should be left blank.
 - d. The Description Prerequisites field is for prerequisites that cannot be enforced by Banner. For example, “Senior Standing” or “Previous experience with laboratory equipment”
6. General Information – Corequisites and Description Corequisites
- a. Similar to the prerequisite fields, adding a course to the Corequisite field will prevent students from enrolling in the proposed course unless they are also enrolled in the courses listed during the same semester.
 - b. The Description Corequisite field is reserved for any corequisite requirements that have multiple options to choose from/use “or” logic.

Add/Drop Pre/Co Requisite

*If request is being processed for the upcoming **effective term**:*
Requests to **ADD** prerequisite requirements (i.e. turn enforcement **ON**, add grade restriction, add course) must be processed prior to the opening of “course request” for the applicable effective term.
Requests to **REMOVE** prerequisite requirements (i.e. turn enforcement **OFF**, remove a grade restriction, drop course) may be completed at any time, unless the removal causes the course to be more restrictive.

Enable prerequisite enforcement?
☐ Yes ☐ No

Add support letter for Nondepartment
Prerequisite/Corequisite Support Letter

Attach File

Uploaded Files:

Files To Be Uploaded:

List Course Prerequisite/Corequisites after change:

Justification (Justify prerequisite/corequisite changes and remaining prerequisites/corequisites after change)

If there is a minimum grade requirement for a prerequisite, please add explanation in the justification section. Minimum grade requirements should not be used to limit course enrollment, but should be used to make sure a student is adequately prepared for the course they are going to take.

Additional Documentation

Attach File

Uploaded Files:

Files To Be Uploaded:

7. Add/Drop Pre/Co Requisite – Enable Prerequisite Enforcement?
- a. Identify whether you would like Banner to enforce the Pre and Corequisites. Keep in mind, that Description Pre and Corequisites cannot be enforced.
8. Add/Drop Pre/Co Requisite – Add support letter for Nondepartment Prerequisite/Corequisite Support Letter

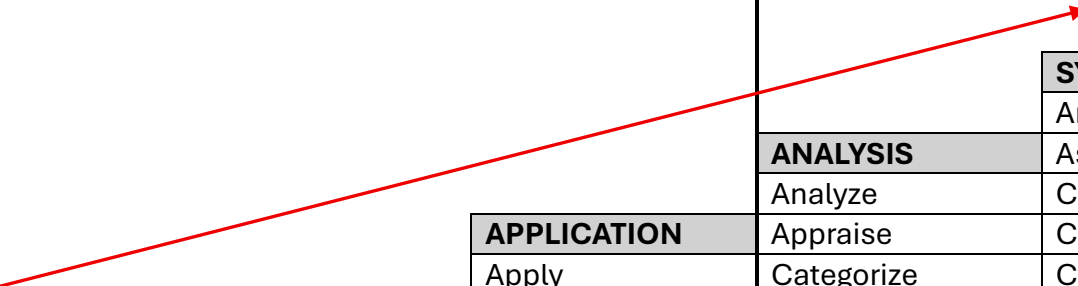
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- a. If you add a new pre/corequisite that is housed outside of the course's home department, then you must include a [support letter](#) from the department that houses the pre/corequisite and authorizes its use.
- 9. Add/Drop Pre/Co Requisite – List Course Prerequisite/Corequisites after change
 - a. Provide a breakdown of the Pre/Co Requisites that you would like for the course.
- 10. Add/Drop Pre/Co Requisite – Justification
 - a. Provide a brief justification for the requested change.
 - b. If there is a minimum grade requirement for a prerequisite, please add explanation in this section.
 - i. Minimum grade requirements should not be used to limit course enrollment but should be used to make sure a student is adequately prepared for the course.
- 11. Additional Documentation
 - a. If proposing a minimum grade requirement for a prerequisite course, then attach data justifying the requirement.

Appendix A – Bloom’s Taxonomy of Measurable Verbs

Benjamin Bloom created a taxonomy of measurable verbs to help us describe and classify observable knowledge, skills, attitudes, behaviors and abilities. The theory is based upon the idea that there are levels of observable actions that indicate something is happening in the brain (cognitive activity.) By creating learning objectives using measurable verbs, you indicate explicitly what the student must do to demonstrate learning.

Verbs that demonstrate Critical Thinking



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

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Bloom's Taxonomy Action Verbs

* Considered lower-level action verbs, consider using higher-level action verbs appropriate for academic level, as/if applicable.

Definitions	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Bloom's Definition	Remember previously learned information	Demonstrate an understanding of the facts	Apply knowledge to actual situations	Break down objects or ideas into simpler parts and find evidence to support generalizations	Compile component ideas into a new whole or propose alternative solutions	Make and defend judgements based on internal evidence or external criteria
Verbs	<ul style="list-style-type: none"> • Arrange • Define* • Describe* • Duplicate • Identify* • Label • List • Match • Memorize* • Name* • Order • Outline • Recognize* • Relate • Recall* • Repeat • Reproduce • Select • State* 	<ul style="list-style-type: none"> • Classify • Convert • Defend • Describe* • Discuss* • Distinguish • Estimate • Explain* • Express* • Extend • Generalized • Give example(s) • Identify* • Indicate* • Infer • Locate • Paraphrase • Predict • Recognize* • Rewrite • Review • Select • Summarize* • Translate 	<ul style="list-style-type: none"> • Apply • Change • Choose • Compute • Demonstrate • Discover • Dramatize • Employ • Illustrate • Interpret • Manipulate • Modify • Operate • Practice • Predict • Prepare • Produce • Relate • Schedule • Show • Sketch • Solve • Use • Write 	<ul style="list-style-type: none"> • Analyze • Appraise • Breakdown • Calculate • Categorize • Compare • Contrast • Criticize • Diagram • Differentiate • Discriminate • Distinguish • Examine • Experiment • Identify* • Illustrate • Infer • Model • Outline • Point out • Question • Relate • Select • Separate • Subdivide • Test 	<ul style="list-style-type: none"> • Arrange • Assemble • Categorize • Collect • Combine • Comply • Compose • Construct • Create • Design • Develop • Devise • Explain* • Formulate • Generate • Plan • Prepare • Rearrange • Reconstruct • Relate • Reorganize • Revise • Rewrite • Set up • Summarize* • Synthesize • Tell* • Write* 	<ul style="list-style-type: none"> • Appraise • Argue • Assess • Attach • Choose • Compare • Conclude • Contrast • Defend • Describe* • Discriminate • Estimate • Evaluate • Explain* • Judge • Justify • Interpret • Relate • Predict • Rate • Select • Summarize* • Support • Value

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Watch Out for Verbs that are not Measurable

In order for an objective to give maximum structure to instruction, it should be free of vague or ambiguous words or phrases. The following lists notoriously ambiguous words or phrases which should be avoided so that the intended outcome is concise and explicit.

WORDS TO AVOID	PHRASES TO AVOID
<ul style="list-style-type: none">• Believe• Hear• Realize• Capacity• Intelligence• Recognize• Comprehend• Know• See• Conceptualize• Listen• Self-Actualize• Memorize• Think• Experience• Perceive• Understand• Feel	<ul style="list-style-type: none">• Appreciation for• Acquainted with• Adjusted to• Awareness of• Capable of• Comprehension of• Cognizant of• Enjoyment of• Conscious of• Familiar with• Interested in• Knowledge of• Knowledgeable about• Understanding of

Appendix B – Sequenced Course Codes

The sequenced course dropdown menu options and examples of circumstances in which you would use those codes are below.

Sequenced Course Option	Uses
A - Singular Course, Undergraduate	A standalone undergraduate course with a course number usually ending with the digit “4”
B - Series, Undergraduate	An undergraduate course that is part of a multi-semester offering with course numbers usually ending in the digits “5” or “6” and prospective students must take the courses in order
C - Connected, Undergraduate	An undergraduate course that is part of a group of thematically similar course offerings that are not required to be taken in any specific order and course numbers usually ending in the digits “5” or “6”
G - Singular Course, Graduate	A standalone graduate course with a course number usually ending with the digit “4”
H - Series, Graduate	A graduate course that is part of a multi-semester offering with course numbers usually ending in the digits “5” or “6” and prospective students must take the courses in order
I - Connected, Graduate	A graduate course that is part of a group of thematically similar course offerings that are not required to be taken in any specific order and course numbers usually ending in the digits “5” or “6”

Appendix C – Conjoint Courses

Conjoint Courses are a pair of 4XXX- and 5XXX-level courses that offer the same content to undergraduate and graduate students, respectively.

When a conjoint course is scheduled (face-to-face or virtually), a section of each course will be scheduled and taught in the same classroom or virtually, at the same time, and taught by the same faculty.

The process of creating a new conjoint course requires creating two separate proposals in Courseleaf CIM. One proposal for the undergraduate version of the conjoint course and another proposal for the graduate version. The undergraduate course proposal must fully complete governance workflow before the graduate proposal can be approved.

Sections of Proposal Impacted by Conjoint Requirements	Conjoint Course Proposal Requirements
Course Number	The graduate-level offering of the conjoint courses should have a course number that ends in -G
Long Title and Course Transcript (ADP) Title	The graduate course's Long and ADP title must match the undergraduate course's titles with the sole exception that the graduate-level course's long title starts with "Advanced" and the ADP Title starts with "Adv"
Credit Hours, Lecture Hours, Lab + Lab/Studio, and Other Hours	Both course proposals should have identical credit hour structures
Catalog Description	Both course proposals should have identical catalog descriptions
Learning Objectives	Both course proposals should have identical learning objectives, but the graduate version of the course can include additional objectives
Required or Recommended Text	Both course proposals should have identical Required or Recommended Text lists, but the graduate version can include additional texts/materials
Topic Syllabus	The Topic Syllabus should be identical between both versions of the course proposals

Appendix D – Crosslist Support Letter Template

Date:

To: University Registrar

Cc: Rachel Pitcher, Assistant Registrar for Academic Governance

Re: Cross-Listing of ABCD 1234 (EFGH 1234)

The Department of ABCD would like to request the ABCD 1234 (EFGH 1234), Course Title, course cross-listing effective [term year].

It is understood that when this cross-listed course is scheduled (face-to-face or virtually) that a section of each course will be scheduled and taught in the same classroom or virtually, at the same time, and by the same faculty.

It is also understood that if the ABCD 1234 (Home Department) course is inactivated, the EFGH Department must submit a new course proposal through the governance system if they wish to continue teaching the course offering.

ABCD 1234 (Home Department)

College Dean, Department Head, or Designee	Date
--	------

EFGH 1234 (Cross-listed Department)

College Dean, Department Head, or Designee	Date
--	------

Appendix E – Resource Letter Template

Date:

To: University Registrar

Cc: Rachel Pitcher, Assistant Registrar for Academic Governance

Re: Resource Letter for ABCD 1234, “Course Title”

With this letter I affirm that the proposed/revised course ABCD 1234, “Course Title” will not/will not require any additional resources.

ABCD 1234 (Home Department)

College Dean, Department Head, or Designee

Date

Appendix F – Support Letter Template

Date:

To: University Registrar

Cc: Rachel Pitcher, Assistant Registrar for Academic Governance

Re: Support for EFGH 5678 to use ABCD 1234, “Course Title” as a prerequisite/corequisite

I confirm that we support the use of ABCD 1234: “Course Title” as a prerequisite/corequisite for EFGH 5678 “Course Title.” We do not anticipate that this change will require additional resources.

ABCD 1234 (Prerequisite/Corequisite Course)

College Dean, Department Head, or Designee

Date

Appendix G – Scorecard Metric Interpretive Guidance

Scorecard Metric	Definition	Interpretive Guidance
Study Abroad	“Courses that carry this attribute should include meaningful participation of all enrolled students in learning activities outside of the United States. The activities should be germane to the learning objectives of the course and appropriate for the discipline. Faculty members directing these courses must be in compliance with university policies and procedures concerning international travel programs. The number of course credits should be proportional to the duration of the activity, keeping in mind that a 1-credit on-campus laboratory course meets 30-45 hours per semester.”	This classification is for a Virginia Tech credit-bearing course. The attribute should be attached to a course only when all sections of the course are taught as part of an education abroad experience.
Service Learning	“Courses that carry this attribute should include a meaningful participation of all students enrolled in the course in at least 15 hours of community service that is germane to the learning objectives of the course. The learning sites are normally off campus in community settings and the students are expected to engage directly with clients wherever possible. The participating students do so as volunteers in the settings but may receive grades for the course. This course does not have to be registered with the Service Learning Center.”	Service learning is not simply volunteering in the community as an "add on" to a course. The service teaming must be an extension of the classroom experience. Service teaming pedagogy also involves some form of reflection to create the connection and integration of the service learning experiences with the course content.

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Scorecard Metric	Definition	Interpretive Guidance
Experiential	“Courses that carry this attribute should include a meaningful participation of all enrolled students in work experiences akin to internships (time in a work-place setting), or projects that have real-world clients, or products and outcomes, and/or engage students in activities that simulate workplace responsibilities and performance. The learning sites are normally off campus in work place settings though some on-campus activities may qualify. The participating students may be compensated and the courses may be graded and required for graduation.”	Focus on the phrase, "akin to internship. " Courses focused on developing basic skills to prepare students for an internship experience should not carry the experiential learning attribute. A course focused on developing technical writing skill only becomes "experiential teaming" when the writing is for a "real-world client." Students may develop design skills in a course. The course is experiential when they use the design skills to solve a problem for a "real world client." If the experience in class could legitimately appear on a resume as "work-related experience," the experiential learning attribute is appropriate
Undergraduate Research	“Courses that carry this attribute include meaningful participation of all students enrolled in this course in intellectual or creative activity, characteristic of the discipline. With faculty supervision, the student defines the topic, designs and carries out the methodology, and presents the results in a manner consistent with the goals of the activity and the course.”	Students must carry out all elements of the research process resulting in an original intellectual or creative contribution appropriate to the discipline. Team projects are acceptable as long as each member of the team is participating in the overall research process. While many courses are designed to develop a student's research abilities, only those courses in which a student produces original research should carry the undergraduate research attribute.

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Appendix H – Course Series Requirements

A course series is a collection of several courses that are intended to be taken in a specific order. A proposal is required for each course in the series and additional content/format requirements are listed below.

Review the special requirements for a course series while composing your proposal to ensure you are meeting the requirements for a course series.

Impacted Section of the Proposal	Requirement for Series Courses
Course Designator and Course Number	Course numbers end with the digits -5 and -6. The course ending in -5 must be taken by students prior to the course ending in -6.
Sequenced Course	Identify that the proposed course is part of a sequence by selecting “B - Series, Undergraduate” or “H – Series, Graduate” as applicable.
Long Title and Course Transcript (ADP) Title	All courses in a series must have the same Long and ADP titles.
Repeatable and Credit Hours	All courses in a series must have the same credit hour structure.
Prerequisites and Description Prerequisites	The series course that ends in -6 must include the series course ending in -5 as a prerequisite.
Catalog Description	The Catalog Description should be identical on both proposals. The description should also start with a statement providing overview of the entire series, followed by labeled sections detailing each course.
Topic Syllabus	The Topic Syllabus should be identical on both proposals. The topic syllabus should be divided into two sections with a header identifying which series course the topics are taught in.

Appendix I – Connected Course Requirements

Connected courses are a collection of thematically similar courses that are not required to be taken in order. A proposal is required for each of the connected courses and additional content/format requirements are listed below.

Review the special requirements below while composing your proposal to ensure you are meeting the requirements for a connected course.

Impacted Section of the Proposal	Requirement for Connected Courses
Course Designator and Course Number	Course numbers end with the digits -5 and -6.
Sequenced Course	Identify whether the proposed course is part of a sequence by selecting “C - Connected, Undergraduate” or “I - Connected, Graduate” as applicable.
Long Title and Course Transcript (ADP) Title	Connected course titles do not need to match but typically share naming conventions. For example: HIST 1235: European Renaissance 1400-1500 & HIST 1236: European Renaissance 1500-1600.
Catalog Description	The Catalog Description should be identical on both proposals. The description should also start with a statement providing overview of both connected courses, followed by labeled sections detailing each course.
Topic Syllabus	The Topic Syllabus should be identical on both proposals. The topic syllabus should be divided into two sections with a header identifying which course the topics are taught in.

Appendix J – Topics Course Requirements

Topics courses are courses that may be repeated with different content for credit.

Review the special requirements below while composing your proposal to ensure you are meeting the requirements for a topics course.

Impacted Section of the Proposal	Requirement for Topics Courses	Example
Long Title and Course Transcript (ADP) Title	Both the long title and ADP title must begin with the word “Topics”	Long Title: Topics in Global Public Policies ADP Title: Topics Global Public Policies
Catalog Description	Due to the changing content of topics courses, they are inherently repeatable and require a repeatability statement at the end of the catalog description	“... May be repeated 2 times with different content for a maximum of 9 credit hours.”
Learning Objectives	The learning objectives should be broad enough to support multiple sample topic syllabi.	
Topic Syllabus	A minimum of two example topic syllabi should be provided that illustrate course content under different topics.	

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