Information for Faculty who wish to Modify an Existing
Major, Minor, Concentration, or Other Program

Curriculum Committee (CC) is comprised of four elected faculty, the Associate Dean for Academic Affairs and Administration, the Registrar, and a student representative. The current roster may be found [here](http://roanoke.edu/A-Z_Index/Academic_Affairs/Faculty_Information/Faculty_Governance/Rosters.htm). The primary charge of CC is:

To examine carefully proposals for course changes, additions, and deletions; new majors, degrees, concentrations, and academic programs; and changes in general education requirements and departmental programs. .... Analysis shall include, but not be limited to, academic need and merit, suitability of the proposal to the purposes of the College, and availability of needed resources, including qualified personnel, library holdings, equipment, and financial resources. (*Faculty Handbook* 1.6.5.2.4 §B.1)

We appreciate the time and effort required for course development or major revision. Please remember that CC acts to assist faculty in this arduous task by providing critical feedback based on the standards that the college has established. This feedback does not usurp the faculty member’s content authority, but brings to bear the variety of disciplinary perspectives of the Committee.

**Collaborate and build support**

Nearly every new or modified course or program affects other faculty and programs. Collaborate with others as you draft a proposal. Discuss goals, rationale, and challenges with them. Proposals must have the endorsement of the department chair. Proposals that affect programs outside of the home department must describe discussions with those affected programs.

If you are planning a new or significantly modified program, please provide advance notice to the Chair of Curriculum Committee and the Associate Dean for Academic Affairs and Administration. This helps the committee plan. These individuals are also available to assist you as you prior to submission.

**Build a Rationale**

The most compelling rationale for new courses, new programs, or changes to programs will be grounded in program-level learning outcomes, which are statements of what students will know or be able to do upon completion of a program.

**Choose the right form**

* *Request for a Reportable Change to a Course* should be used when you wish to change the title, description, or prerequisites but not significantly alter the course. It is fast and efficient. No syllabus is required.
* *Request to Add or Significantly Modify a Course* should be used for all new courses that are NOT part of a program revision happening at the same time. It is also used for significant revisions of an existing course, including any revision of a course that has not been taught in 5 years. This form can handle simple catalog changes such as adjusting how the course applies in a major while also adding or modifying the course. A full and detailed syllabus is required.
* *Request to Modify an Existing Program* should be used when you want to re-structure, add or remove options, or similar changes to a major, minor, or concentration. New courses can be included using this form if they are part of a bigger package. You don’t need separate course proposal forms, but you will need full and detailed syllabi.
* *Request to Add a New Program* should be used when you want to propose an entirely new program. Any new or modified courses that are part of the bigger package can be included using this form. You don’t need separate course proposal forms, but you will need full and detailed syllabi. You can propose a package of a major, a related minor, and courses all on this one form.

**Meet the Deadlines**

* September 1 is the submission deadline for courses to be taught first in the following spring.
* November 1 is the submission deadline for all program proposals (but send them earlier if you are ready)
* January 20 is the submission deadline for all courses to be taught first in the following fall.

**Submission Process**

Submit your materials to the online system on the webpage <https://www.roanoke.edu/inside/a-z_index/academic_affairs/faculty_information/course_proposals> . At this point, the documents will forward to your chair for approval. Allowing a week for this approval process is helpful. Only after the chair gives electronic approval will the documents move forward to CC. If you don’t get an automated email that your chair has approved the proposal, investigate.

**Review Process**

CC will review your materials. The more complete and thoughtful your materials are, the faster the review. Detailed instructions appear within that document template. Syllabus guidelines include both required and suggested elements.

The CC Chair will communicate with you during the review process to let you know the status of your proposal. Timely communication with CC at this point in the process is paramount. Expect significant conversations over multiple weeks. The goals are to clarify and improve the proposal and increase the likelihood of its approval at a Faculty Meeting.

Your proposal must be approved in committee at least two weeks before the next Faculty Meeting to make it onto an agenda.

CC may move the course to the faculty in one of three ways: 1) the course is recommended for adoption; 2) the course is presented without recommendation; or 3) the course is not recommended for adoption. At this point, the faculty control the decision related to the course.

**Important to Note**

No new courses or course modifications will be considered by the Committee until ALL necessary catalog changes have been submitted (see Catalog Changes section of Proposal form). These catalog changes move to the faculty floor with each course proposal exactly as you list them – completeness is imperative.

Attention to all details of the proposal process, including communication with your colleagues, department, chair, and CC, can streamline the approval process.

**Characteristics of strong proposals for new or modified programs:**

1. The program is appropriate for Roanoke College. It is in keeping with the college’s mission and strategic goals.
2. The program provides new or improved options for students
3. Sufficient faculty expertise and numbers of faculty are available to support the program or commitments from the Dean’s Office for new faculty are in place.
4. Evidence of broad faculty support and participation in developing the proposal, including departments whose courses are included in the program.
5. Evidence for student demand
6. Proposed program-level learning outcomes summarize expected knowledge and skills students will develop through completion of the program.
7. The proposed requirements of the program support the program-level learning outcomes and other program goals.
8. The program, types of requirements, and total units required are justified and in keeping with college standards
9. Requirements in keeping with similar programs at peer institutions or with external accreditation standards.
10. The structure of any proposed major includes foundational, intermediate, and advanced work.
11. The structure and prerequisites are justified. They provide for differentiation between introductory and more advanced work when needed but don’t overly restrict student progress through the program.
12. Plans for implementing the new program or components and elimination of old programs or components are clear, consistent with college practices, adequate, and reasonable
13. Proposed catalog language is clear.
14. Proposed course numbering is generally consistent with departmental and college patterns. Departmental course numbers that have been used within the past 5 years may not be re-used unless the new and old courses are fully equivalent.
15. New or modified courses meet the standards for newly proposed courses.

**Syllabus Guidelines**

**Required elements**

* Course number
* Course title & description
* Specific course learning outcomes
* Materials for which students are responsible, i.e. texts, software
* Attendance policy
* Grading policy
* Testing policy, including protocol for make-ups
* Academic integrity statement
* Statement of required hours (12 hours total for a one-unit course)
* Office location and hours

**Suggested elements/considerations**

* **Other course policies/assignments** - Be clear, consistent, and fair.
* **Appropriate Rigor** - Consider course level and type
	+ Content difficulty
	+ Number of assignments/quizzes/tests
* **Coherence** -Consider overall organization and sequencing.
	+ Connection of intended learning outcomes to assignments and assessments
	+ Connection to program level learning outcomes
	+ Relationship to other programs (majors/minors/concentrations)
* **Grading** - Consider course level and type.
	+ Weight of grades
	+ Number and placement of graded opportunities
* **Distinctiveness** - New courses must be sufficiently different from existing courses to merit credit if a student takes both.
* **Information on Academic Support** – Statements related to Writing Center, Tutoring, Office of Accessible Education, etc.

Directions:

1. Complete this form. Give this file a descriptive name, such as CHEM BS Modification or FILM BA Proposal
2. Delete the information and direction pages so that your submissions starts with the form on the next page.
3. Related programs can be proposed together. So, you can use this one form to propose both a major and its related minor at the same time.
4. If any new courses are being proposed, develop full and detailed syllabi. Be sure to give the files descriptive names that include the course prefix and number. You do NOT need to complete a separate course proposal form for new courses included in this packet.
5. If submitting other materials, give those files descriptive names
6. Zip all of the files together into a compressed/zipped folder (<https://support.microsoft.com/en-us/help/4028088/windows-zip-and-unzip-files>)
7. Submit the zipped file by clicking the “Submit a Program Proposal” button at the bottom of the course proposals page [www.roanoke.edu/inside/a-z\_index/academic\_affairs/faculty\_information/course\_proposals\_and\_syllabi](http://www.roanoke.edu/inside/a-z_index/academic_affairs/faculty_information/course_proposals_and_syllabi)

Request to Modify an Existing Major, Minor, Concentration, or Program

1. Name of person completing this form.

Click or tap here to enter text.

1. Name of major being modified: Click or tap here to enter text.
Name of minor being modified: Click or tap here to enter text.
Name of concentration being modified: Click or tap here to enter text.

Name of other program being modified: Click or tap here to enter text.

1. For a modified major or program, please indicate the degree level. Choose an item.
2. If you are modifying a major, provide the program-level learning outcomes, typically 5-8 statements of what students will know or be able to do upon completion of the major. Minors and concentrations do not need to provide learning outcomes, but include them here if you have them. Click or tap here to enter text.
3. Who has been involved in developing this proposal? Describe discussions with all programs affected by the changes such as other majors across campus whose courses are being added or removed from this program, or majors affected by changes in your courses. Click or tap here to enter text.
4. Provide a summary of and rationale for the request. Help CC understand both what you want to do and how proposed changes accomplish your goals. If your changes relate to a PEP report, discuss that. If your changes are based in program-level learning outcomes, discuss those.

Click or tap here to enter text.

1. If your summary and rationale under #5 is longer than a full page, provide an executive summary of no longer than one full page that can be included in a Faculty Meeting packet.

Click or tap here to enter text.

1. How many units will be required of students in the modified program? Explain why this number of units is needed. For majors, a rationale for units should connected to what students need in order to satisfy program-level learning outcomes. How does the number of units compare with similar programs on campus? How does it compare with programs at peer institutions or accreditation standards?

Click or tap here to enter text.

1. Describe the structure of requirements you propose and why you chose them. (Core versus electives, intro/intermediate/advanced, few versus many prerequisites, breadth vs depth, etc.) For majors, describe how this structure connects to your program-level learning outcomes. Describe how the courses you require for this program help students met the program-level learning outcomes.

Click or tap here to enter text.

1. The department chair must supply this analysis. How many additional faculty TCUs will be needed to staff these changes each year beyond those needed to maintain existing programs? Provide an explanation for your answer. Will you offset new courses by reducing frequency for other departmental courses, request new lines, additional adjuncts, or reduction in general education participation? Generally, no increase is expected, so what offerings will be eliminated to make room? If a new faculty line will be needed, describe the timing for that hire and conversations with the Dean’s Office in support of this line. The Dean’s Office will review proposals for TCU neutrality and must approve any requested increases.

Click or tap here to enter text.

1. For each new course, provide a catalog-style listing. DO NOT re-use any course numbers that have been used in the past 5 years unless the old and new courses are fully equivalent. Supply information in this format:

Prefix & Number: Title
Description (50 word max)

 Units; Hrs/wk lecture; Hrs/wk lab; Prerequisites;

Term when first offered; Offering cycle (every term, every fall, spring of even years, etc)
 Other (cross-listing, P/F, etc.)

Click or tap here to enter text.

1. For a graduate degree program only, please discuss the policy for accepting transfer credits into this program. For example, it could be as simple as “no transfer credits will be accepted” or as thorough as “transfer credit will be accepted for CRSE 501, 510, and 560 only.” If the policy does not change under this modification, please just indicate that fact.

Click or tap here to enter text.

1. For continuing courses that need changes, list any changes to the course number, name, description, or prerequisites. DO NOT re-use any course numbers that have been used in the past 5 years unless the old and new courses are fully equivalent. You don’t need to list courses that aren’t being changed in some way.

Click or tap here to enter text.

1. List the course number and name for any courses that will no longer be offered. If any of these courses are currently required or options in any other majors, minors, or concentrations, describe conversations you have had with those other programs about the impact of no longer offering this course. If any of those listed will be offered again before being discontinued, give the term for the final offering.

Click or tap here to enter text.

1. Provide a multi-semester plan showing when courses will be offered and when students could first complete the program.

Click or tap here to enter text.

1. Are any majors, minors, or concentrations being eliminated? Choose an item.
	1. If yes, list those here. Click or tap here to enter text.
	2. The last date to declare the old program is normally August 1 following approval by faculty in the previous academic year. Are you requesting a different date? If so, why?

Click or tap here to enter text.

* 1. What happens to students who have declared the program you are eliminating but not yet graduated? Choose one option

[ ] They complete their programs as declared since we will continue to offer needed courses

[ ] They will need to substitute some new courses to replace ones we no longer offer. List courses previously required and the new substitute for each.

Click or tap here to enter text.

1. A Word version of the catalog can be found at <https://www.roanoke.edu/inside/a-z_index/academic_affairs/faculty_information/course_proposals_and_syllabi>. You must provide full catalog language for ALL the places affected by this proposal. Be sure to check under concentrations, interdisciplinary programs, and teacher licensure for mentions of courses you are changing or dropping.

If changes are modest, use mark-up. New text must be in **bold** (NOT highlighted) and text that has been replaced must be struck through ~~(sample text~~). Examples of modest changes are ones that require replacing a few sentences or adding/removing a few courses from an existing list. If changes are extensive, it is probably easier to strike whole paragraphs and re-write them. In any case, you must submit full catalog language that shows what is being removed and what is being added. Paste proposed catalog language here.

Click or tap here to enter text.