

**COLLEGE OF ARTS AND SCIENCES**  
**GUIDE FOR MODIFYING THE CURRICULUM**  
(Updated July 2015)

This brochure is designed to describe in detail the process by which changes in departmental curricula are submitted for approval and prepared for inclusion in the Graduate and Undergraduate Catalogs.

**GUIDELINES FOR ADDING NEW COURSES**

Academic departments are responsible for justifying the addition of new courses to the curriculum. When a department proposes to add a new course to the Catalog without dropping an existing course, the Curriculum Committees of the Undergraduate and Graduate Councils often ask the College to explain how the department's expanded course offerings will be delivered with the department's current roster of faculty. If a department will be adding new tenured or tenure-track faculty in the next academic year, this can justify an expansion of the department's course offerings. Another justification for such an expansion might be the implementation of a new course rotation schedule, in which lower-demand courses that were formerly offered every semester will be offered only once per year in the future, thereby freeing up teaching effort for the course or courses that are proposed for addition to the Catalog. If a department is adding one or more courses to the Catalog without dropping an equal number of courses, it should explain how the department plans to staff both the new course and the department's existing course offerings using the teaching resources available to the department.

New courses should not be added to allow adjunct faculty or term instructors to offer courses in their areas of special interest. Where adjunct faculty or term instructors are used to offer specialized courses, special topics courses should be used.

**OVERVIEW OF THE APPROVAL PROCESS**

All changes in courses or in curricular descriptions and requirements must be approved by the academic department or program that offers the courses or is responsible for the curricula involved. Within academic departments or programs the process of approval is guided by Departmental or Program Bylaws.

Following departmental approval of desired changes, these changes are submitted for consideration to one or more of the three College Divisional Committees. (See appendix 1 for composition of Divisional Committees.) The Divisional Committees review curricular proposals approved by member departments or programs to check consistency with College and Divisional policies, and to consider the impact of proposed changes on related programs and curricula.

The College Bylaws specify that the Divisional Committees may approve proposals without change, approve proposals subject to minor changes, return proposals to the originating unit with recommendations for substantive change or requests for further information or justification, or reject proposals. Proposals returned with recommendations for substantive change, or with requests for further information or justification, must be resubmitted to the appropriate divisional committee(s) for reconsideration. The Divisional Committees are also charged to consider general questions that concern the well being of the division and to make curricular proposals to the Curriculum Committee. Where curricular proposals originate with the Divisional Committees, approval by affected departments is necessary before those proposals go forward to the Curriculum Committee.

After proposals have been approved by departments and programs and by the Divisional Committees, they are sent to the College Curriculum Committee. This Committee is charged to review all curricular proposals before they are presented to the Undergraduate Council and/or the Graduate Council. It may approve

proposals without change, approve proposals subject to minor changes, return proposals to the originating unit with recommendations for substantive change or requests for further information or justification, or reject proposals. Proposals returned with recommendations for substantive change, or with requests for further information or justification, must be resubmitted to the Curriculum Committee for reconsideration.

A copy of all proposals approved by the College Curriculum Committee will be posted on the College Web Page for faculty review. Although the Faculty delegates the responsibility for review and approval of program-specific curricular changes to the Curriculum Committee, a period of three weeks will be allowed during which time a petition by twenty-five faculty members for reconsideration of a proposal will cause the proposal to be returned to the Curriculum Committee for reconsideration at its next meeting. Any proposed change that is returned twice to the Curriculum Committee via this mechanism will be forwarded, with a copy of the petition(s) and response by the Curriculum Committee, to the College's voting faculty for approval.

The Connections/Global Challenges Committee evaluates proposals to create new Connections Packages, proposals to modify existing Connections Packages, proposals to remove existing Connections Packages from the College curriculum, and proposals to add courses to, or remove courses from, the Global Challenges list. The committee's recommendations are forwarded to the College Curriculum Committee for action.

Approved proposals are sent to either the Undergraduate or Graduate Council, or both, as appropriate. After approval by the appropriate Council, the proposals go to the Educational Policy Committee of the Faculty Senate and once approved by that group, are sent to the full Senate for notification or approval as deemed appropriate. (See *Faculty Handbook*, 1.6 for a detailed statement.)

## **GENERAL EDUCATION COURSES**

1. All changes in the catalog must go through the regular curricular channels. When new courses are proposed to meet the General Education requirements, or existing gen ed courses are modified substantially, these courses must be approved by the appropriate Divisional Committee and the College Curriculum Committee.
2. These courses must also be submitted to the appropriate General Education committee (Arts and Humanities, Social Sciences, Writing Concentration, etc.). These submissions are not made by the College, but must come from the respective departments. Forms for making these submissions may be found on the General Education website.
3. Only General Education courses that are submitted with the Fall cycle of proposals will appear in the next year's catalog.

## **THE ANNUAL APPROVAL CYCLE**

Divisional Committees will meet in early fall to consider curricular proposals submitted by departments and programs. The College Curriculum Committee will meet in October or early November. Material approved at this meeting, and not returned for reconsideration by the Faculty, will be forwarded to the Undergraduate and Graduate Councils for their first meetings of the year. Once approved by these units, and by the Educational Policy Committee, the requested revisions will appear in the catalogs issued during the calendar year in which they are approved by the Councils.

Divisional Committees will meet again in March or April of each academic year. At these meetings, new proposals will be examined, as well as material that may have been sent back to departments, or otherwise postponed for action, during the fall meetings. At the spring meetings general issues about divisional

curricula will be discussed, and processes reviewed. Any curricular proposals approved at these meetings will go to the Curriculum Committee, and then to the Councils, but will not appear in the catalog until the Fall of the following calendar year.

## **APPROVAL PROCESS DETAILS**

All material should be submitted on the AProposed Curricular Change@ form. This form can be found on the College of Arts and Sciences web page or sent from the college office as an email attachment. The entire approval process requires that departments present proposals in this form when they initially submit material to the Divisional Committees; if this is not done, proposals may be delayed by a full cycle. Because preparation of material to appear in the catalogs is somewhat complex, the following paragraphs provide detailed information about what is required at each step.

The Associate Dean for Academic Programs schedules meetings of the Divisional Committees and the Curriculum Committee.

Departments prepare proposals for curricular or course changes, with a summary sheet listing the department's proposals and send their proposals to the associate dean's assistant.

Following the meetings of the divisional committees, departments that have submitted proposals should send their approved proposals, with any revisions needed, to the associate dean's assistant. If no revisions are needed on a proposal, that proposal should still be included in the submissions for the College Curriculum Committee.

There is no need to send separate Graduate and Undergraduate packages of material, but separate summary sheets, listing proposed changes for the Undergraduate Catalog and those for the Graduate Catalog, are helpful.

The Associate Dean for Academic Programs chairs the College Curriculum Committee. Following the meeting of this committee all approved proposals will be prepared for faculty review and posted on the College Web Page. The material will then be forwarded by the office of the Associate Dean to the Undergraduate and Graduate Councils. Representatives of departments that have proposed extensive or potentially controversial changes may need to attend the meetings of the Councils.

## **PREPARATION OF MATERIAL**

The most common actions proposed for revision of the catalog are described in appendix 3.

1. All curricular proposals should be submitted on the College=s curricular change form, which can be found on the College web site or sent from the College office as an email attachment
2. Both graduate and undergraduate proposals should be done in the same way.
3. The information asked for at the top of the form must be provided.
4. In the space where the proposed change is to be provided there should be a clear statement of the desired change.
5. Where new material is to be added it should be in the form in which it is to appear in the catalog.
6. Where material is to be revised there must be a clear presentation of present wording, and of its location in the most recent catalog, along with a clear presentation of the new wording as it is to

- appear.
7. The information asked for on the back of the form, in those items that apply to the change being made, should be provided.

**IN PREPARING PROPOSALS FOR CHANGE IT IS IMPORTANT TO REMEMBER**

- X You are proposing changes to the catalog. Use the catalog as a guide for how courses and curricula are presented.
- X Cross listing of courses requires proposals from all departments involved. A list of all units cross listing a course must be included on the back of the form under *Impact on Other Academic Units*.
- X If course numbers are being changed or courses are being moved to a different discipline this is no longer considered a revision. You must drop the course and add it under the desired number or the new discipline. An equivalency table must be provided.
- X Be sure to indicate those 400-level courses where graduate credit is desired, and to indicate where changes in undergraduate courses or curricula also affect the Graduate Catalog.
- X Make certain all proposals are completed on front and back.

## Detailed Guidelines

### FORMAT

Because some formats do not import very well into an integrated document, do not use bold, italics, shading, borders, strikethrough, etc. Text will be formatted by the catalog editor.

Do not indent. All text should be flush left.

### SUPPORTING INFORMATION

For each curricular change we have to provide certain supporting information. It is important that you provide the information asked for on the back of the change proposal form so that we will have the information we need to provide to the councils. The following questions must be adequately addressed.

#### A. Rationale

a. Why is the curricular revision needed? Do not just tell us what you are doing. Tell us why you are doing it.

#### B. Impact on Other Units

a. Does the proposed change drop or alter courses required by other programs?

b. Does the proposed change require courses offered by other programs?

c. Is the course a general education, tracking, or high demand course?

d. Is the course a prerequisite or corequisite for other courses?

e. Is the course cross-listed in other units?

#### C. Financial Impact

a. Does the course require additional resources or workload for faculty? If yes, provide source(s) of funding.

#### D. Additional Documentation

a. Does the change require academic officer or higher approval? (See Appendix 2 for Required Approvals for Curricular Actions.)

The Councils are now placing revisions into one of two categories, consent agenda items and main agenda items. Minor changes to course descriptions, prerequisites or co-requisites, etc., and minor program description changes will be placed on the consent agenda. Other changes, such as adding a course, dropping a high-impact course, changing several parts of a program, adding or dropping a program, etc., will go on the main agenda. For main agenda items, we need to list the unit's program learning outcomes and indicate which of those outcomes, if any, are supported by the requested change, and we need to provide a brief (one-sentence) summary of how assessment activities supported the need for this change. More information and examples can be found on the Undergraduate or Graduate Council site as an addendum to their curriculum change guidelines. An updated curriculum change form with these new questions is now on the college website.

### BANNER ENFORCEMENT

Pay close attention to how your course proposal is presented. Certain fields are automatically

enforced in the Banner system while others are not.

The following fields **ARE** enforced in Banner:

- \* Cross-listing
- \* General Education (via Banner DARS)
- \* Grading Restriction
- \* Repeatability
- \* Credit Restriction (via Banner DARS)
- \* (RE) Registration Enforced Prerequisite
- \* (RE) Registration Enforced Corequisite
- \* Credit level Restriction
- \* Registration Restriction
- \* Registration Permission (maintained at the CRN level and may vary)

The following fields **ARE NOT** enforced in Banner:

- \* (DE) Department Enforced Prerequisite
- \* (DE) Department Enforced Corequisite
- \* Recommended Background
- \* Comment(s)

### **ARRANGEMENT OF COURSE INFORMATION**

(See appendix 3 for items needed for some common types of actions with examples.)

The order of course information is as follows (use only those items that apply to your course):

- o Course Number
- o Course Title
- o Course Credit Hours
- o Course Description
- o Writing-emphasis designation (UG Catalog)
- o Cross-listing
- o General Education Designation (UG Catalog)
- o Contact Hour Distribution (if applicable)
- o Grading Restriction
- o Repeatability
- o Credit restriction
- o (RE) Registration Enforced Prerequisite(s)
- o (DE) Department Enforced Prerequisite(s)
- o (RE) Registration Enforced Corequisite(s)
- o (DE) Department Enforced Corequisite(s)
- o Recommended Background
- o Comment(s)
- o Registration Restriction
- o Registration Permission

### **Course Numbers**

If a course number is being changed it is not a revision. The course must be dropped and added with the new number. An equivalency table must be provided.

Course numbers 491, 492, and 493 are restricted numbers for Foreign Study, Off-Campus Study, and Independent Study.

Undergraduate course numbers ending in 7 or 8 are reserved for honors courses only.

Course number 129 is reserved for use by the Vice Provost for Academic Affairs.

Course numbers 500 and 600 are reserved for Thesis and Doctoral Research and Dissertation. (These are the only graduate numbers that use the P/NP grading designation.)

If a course number is dropped that number may not be used again for six years.

### **Course Titles**

If a new course is being added or the title revised, the following standards must be followed to allow entry on the Curriculum System.

**Full title:** This is the title that appears in the catalog. Maximum number of characters allowed (including spaces) is 100.

**Short title:** This is the title that appears on the transcript. Maximum number of characters allowed (including spaces) is 30.

**Variable (Descriptive) Title:** A request must be submitted with the department's curricular changes and approved by the appropriate council for special topics courses to have a variable title.

### **Credit Hours**

If you change the credit hours for a course make sure that program descriptions/showcases that include the course are also revised to accommodate the increase/decrease in hours.

Remember that it takes at least two lab hours to make one credit hour.

### **Course Description**

A course description should be provided for every course, no matter how brief. The description should be informative but not wordy.

### **Cross Listing**

Any new cross-listed course proposal or changes to cross-listed courses must come from the primary department. If a proposed change will affect secondary entries, parallel proposals should be submitted by all departments. This is needed to make sure that the updated information appears in each entry in the catalog. If the change does not affect the secondary course entry, the primary department's supporting information must identify the secondary course and provide evidence that the collaborating department has been notified of the change.

In doing cross listing proposals remember that the entire course description and auxiliary information appears only in the primary department entry. Secondary departments only need to list the course number, title, and credit hours with “(See \_\_\_\_\_ #)” and “primary department is \_\_\_\_\_.”

### **General Education Designation**

This is inserted by the catalog editor after all approvals. When a new course is proposed to meet General Education requirements (or when an existing Gen Ed course is modified substantially) the department must submit the course to the appropriate General Education committee (forms are on the General Education website) as well as to the appropriate Divisional Committee in the college.

### **Contact Hour Distribution**

If a course utilizes more than one schedule type/instructional mode (lecture and lab, studio and discussion, etc.), the distribution of hours must be included, such as “3 hours lecture and 2 hours lab.” In the Banner system, the credit hours for a course must be distributed among the “lecture,” “lab,” and “other” options, so it is important that this information be accurate. Remember that it takes at least two hours lab to make one credit hour.

### **Grading Restrictions**

If a course does not use the standard grading options (A-F, S/NC, and audit), the restricted grading option(s) must be indicated so it can appear in the catalog and be entered on the Curriculum System Grading Options screen.

#### **EXAMPLES:**

Grading Restriction: Satisfactory/No Credit grading only.

Grading Restriction: A,B,C, No Credit grading.

Courses numbered 501-599 and 601-699 are graded letter grade only, except where the Graduate Catalog indicates Satisfactory/No Credit grading only or optional Satisfactory/No Credit or letter grade.

(Courses numbered 500 and 600 are graded P/NP.)

### **Repeatability**

If a course can be repeated this should be indicated with a repeatability statement with the maximum number of hours given.

*Repeatability: May be repeated. Maximum \_\_ hours.*

OR

*Repeatability: May be repeated once.*

If a course has variable credit (3-6 etc.), repeatability must be indicated, even if it cannot be repeated. This information must be entered on the Curriculum System Grading Options screen by

the Catalog Editor's office. Use the following statements.

*Repeatability: May be repeated. Maximum \_\_\_\_ hours.*

OR

*Repeatability: May be taken once for credit.*

### **Credit Restriction**

If a course includes restrictions on how the credit may be applied, the restrictions must be indicated.

EXAMPLES:

*Credit Restriction: May not be applied toward the major.*

*Credit Restriction: Students may not receive credit for both 410 and 510.*

### **Prerequisites/Corequisites**

Prerequisites and corequisites must be course numbers only. (A qualifier such as "or consent of department" may be added but will not be read by the system.)

Prerequisites and corequisites to be enforced by the Registration System must be preceded by (RE). Prerequisites and corequisites to be enforced by the department must be preceded by (DE).

If the prerequisite or corequisite is a cross-listed course, list the primary course. Do not list the secondary course.

The Banner system cannot enforce GPA restrictions at this time.

### **Recommended Background**

This field is for recommending things the student should have before taking the course. It is not enforced in Banner.

EXAMPLES:

*Recommended Background: 12 hours of art history courses.*

*Recommended Background: introductory economics and microcomputer competence.*

*Recommended Background: 300-level (or above) music performance course.*

### **Comments**

Use Comments for any additional information or requirements that do not fit in other categories. This field is not enforced in Banner.

EXAMPLES:

*Comments: Students wishing additional help with writing should also register for English 103.*

*Comments: Admission by placement exam.*

*Comments: Open to students who have received an A in 101.*

*Comments: Any calculus course is also an appropriate prerequisite.*

### **Registration Restrictions**

Registration may be restricted to a particular major, student level (UG, GR, etc.), classification (freshman, sophomore, etc.), degree, concentration, minor, college, or a specific qualification (honors program, etc.). Registration restrictions are enforced in Banner.

#### **EXAMPLES:**

*Registration Restriction: Bachelor of Music—music major or Bachelor of Arts—music major.*

*Registration Restriction: Minimum student level—junior.*

*Registration Restriction: Not open to BA and BFA studio art majors.*

### **Registration Permission**

If permission of the instructor or department, etc., is required, it should be indicated here.

Permissions are enforced in Banner at the CRN level. This provides flexibility for courses such as Special Topics where some instructors may want a permission on their particular topic/CRN while others may prefer open enrollment.

### **SCHEDULE TYPE/INSTRUCTIONAL METHOD**

The default schedule type/instructional method is lecture and conventional classroom/lab. This is the conventional methodology. If you are proposing a new course and the schedule type/instructional method is different than the default put this information on the form in number 2 (Format of course including location) in the supporting information section. Each schedule type is linked to a specific instructional method. (See Appendix 4 for schedule types and instructional methods.)

### **COURSE DROPS**

The only elements needed on the form for dropping a course are subject code, course number, course name, and credit hours.

If the course being dropped is a prerequisite and/or corequisite for other courses, provide a list of those courses to insure they are updated.

If the course being dropped is cross-listed in other units, provide a list of those units to insure they are updated.

If the course being dropped is required by other programs, provide a list of those programs to insure they are updated.

### **PROGRAM REVISIONS**

When adding, dropping, or revising a program consult the Required Approvals for Curricular

Actions chart (Appendix 2) to determine the level of approval required. Documentation of any required approval (email, memo, etc.) must accompany the proposal. If a program is changing its name, the proposal should show the old program being dropped and the newly named program being added. In preparing proposed revisions in program descriptions, give the location in the catalog where the information currently appears and use the to/from format. Double check totals and course numbers when revising showcases and program requirements. Use an asterisk to identify General Education courses in showcases. Consult the catalog for examples and format. If the program description/showcase change is minimal and there is not a change in total hours, use the to/from format for only the line that is changing. If the program revision consists of a number of changes (including total hours), it is best to include the entire program description/showcase in the proposal.

If the name of an academic discipline is being changed this is a drop/add. You must drop the old discipline and add the new one. If there are courses associated with the discipline they must be dropped and added with the new discipline information and an equivalency table must be provided. When cross listed courses are involved the secondary cross listed course will also be dropped and will need to added back with a new course number and cross listing information.

### **EQUIVALENCY TABLES**

When course numbers change or courses are moved from one academic discipline to another the Office of the University Registrar requires an Equivalency Table listing current courses and the proposed equivalent courses. The table must be submitted as part of the curricular changes to be included in the council agenda. The table is used to enter course equivalency data on the Curriculum System. Examples follow.

**ENGLISH EQUIVALENCY TABLE**

Current Course	Equivalent Course Effective Fall 2006
English 306	English 206

**EQUIVALENCY TABLE**  
Effective fall 2005

Current Botany Courses	Equivalent Division of Biology Courses
110-120	110-120
Current Botany Courses	Equivalent Biochemistry & Cellular & Molecular Biology Courses
306* (Same as Anthropology 306)	306* (Same as Anthropology 304)
321	321
404	404
Current Botany Courses	Equivalent Ecology & Evolutionary Biology Courses
305	304

309	309
310	410
330	330
412	414
431 (Same as Ecology & Evolutionary Biology 431)	433
499 (Same as Ecology & Evolutionary Biology 499)	495

## APPENDIX I

### ARTS & SCIENCES DIVISIONAL COMMITTEES

DEPARTMENT	ARTS & HUMANITIES	NATURAL SCIENCES	SOCIAL SCIENCES
ANTHROPOLOGY		X	X
ART	X		
BCMB		X	
BIOLOGY		X	
CHEMISTRY		X	
CLASSICS	X		
EARTH AND PLANETARY SCIENCES		X	
EEB		X	
ENGLISH	X		
GEOGRAPHY		X	X
HISTORY	X		X
INTERDISCIPLINARY PROGRAMS	X	X	X
MATHEMATICS		X	
MICROBIOLOGY		X	
MODERN FOREIGN LANGUAGES & LITERATURES	X		
PHILOSOPHY	X		
PHYSICS & ASTRONOMY		X	
POLITICAL SCIENCE			X
PSYCHOLOGY		X	X
RELIGIOUS STUDIES	X		X
SCHOOL OF MUSIC	X		
SOCIOLOGY			X
THEATRE	X		
DEPT. OF BUSINESS ANALYTICS & STATISTICS		X	
DEPT. OF ECONOMICS			X
UNIVERSITY LIBRARIES	<b>X</b>	X	X
COLLEGE OF AGRICULTURAL SCIENCES & NATURAL RESOURCES		X	
COLLEGE OF BUSINESS ADMINISTRATION			X
COLLEGE OF EDUCATION, HEALTH, & HUMAN SCIENCES	X	X	X
COLLEGE OF ENGINEERING		X	

## APPENDIX 2

### REQUIRED APPROVALS FOR CURRICULAR ACTIONS

ACTION	ADDITIONAL APPROVAL REQUIRED
<b>Changes to Academic Units</b>	
Add academic unit (division, college, or school)	YES (VPS, THEC, BOARD)
Rename/consolidate academic units (divisions, colleges, or schools)	YES (VPS, THEC, BOARD)
Drop academic unit (division, college, or school)	YES (VPS, THEC, BOARD)
<b>Changes to Departments</b>	
Add department	YES (CHANC)
Rename/consolidate departments	YES (CHANC)
Drop academic department	YES (CHANC)
<b>Changes to Degrees</b>	
Add new degree	YES (VPS, THEC, BOARD)
Rename/consolidate degrees	YES (VPR)
Drop degree	----
<b>Changes to Majors</b>	
Add new major	YES (VPS, THEC, BOARD)
Revise major requirements	----
Rename/consolidate majors	YES(VPR)
Drop major	----
Revise major "ownership"	----
<b>Changes to Concentrations</b>	
Add new concentration	----
Revise concentration requirements	----
Rename/consolidate concentrations	----
Drop concentration	----
<b>Changes to Minors</b>	
Add new minor	----
Revise minor requirements	----
Rename/consolidate minors	----
<b>Changes to Courses</b>	
New academic discipline/subject	----
Rename/consolidate academic discipline/subject	----
Drop academic discipline/subject	----
Add high impact course	UNDER REVIEW
Revise high impact course	UNDER REVIEW
Drop high impact course	UNDER REVIEW
Add low impact course	----
Revise low impact course	----
Drop low impact course	----

VPS = Vice President for Academic Affairs and Student Success

CHANC = Chancellor

VPR = Vice Provost for Academic Affairs

### APPENDIX 3

#### INFORMATION REQUIRED FOR PARTICULAR CURRICULAR ACTIONS

ACTION	ITEMS REQUIRED	EXAMPLE
Add Course	Academic Discipline Code Course Number Title Credit Hours Description Any Auxiliary Information	Add: THEA 325 Fundamentals of Musical Theatre 3 Credit Hours Introduction to musical theatre, including reading music, singing techniques, basic dance, and an overview of Musical Theatre styles. (RE) Prerequisite(s): 220
Drop Course	Course Number Title Credit Hours	Drop: GEOL 345 Geology of East Tennessee (1)
Add Cross Listed Course	<u>Primary Department</u> Complete information for the course (see above) (Same as _____) Primary department is . . . .  <u>Secondary Department</u> Course Number Title Credit Hours (See _____) Primary department is . . . .	Add and cross list: CLAS 302 History of Classical and Hellenistic Greece 3 Credit Hours Greek history from the Persian Wars to the Achaean War with an emphasis on the 5 <sup>th</sup> -4 <sup>th</sup> centuries BCE. Writing-emphasis course. (Same as History 302) Primary department is Classics.  Add cross listed course: HIST 302 History of Classical and Hellenistic Greece 3 Credit Hours (See Classics 302) Primary department is Classics.
Revise Title	Course Number New Title Credit Hours (Formerly: present title)	Revise Title: PHIL 345 Bioethics (3) (Formerly: Medical Ethics)
Revise Description	To: Cite the full revised entry  Formerly: Cite the full current catalog entry	Revise description to: ENGL 101 English Composition I 3 Credit Hours Intensive instruction in writing, focusing on analysis and argument. Strategies for reading critically, analyzing texts from diverse perspectives, developing substantive arguments through systematic revision, addressing specific audiences, integrating sources, and expressing ideas with clarity and correctness.  Formerly: ENGL 101 English Composition I 3 Credit Hours Strategies for

		written argumentation, critical reading, and discussion; emphasis on audience analysis, the invention and arrangement of ideas, and revision for style and mechanics; typical assignments include formal essays, in-class essay exams, journals, quizzes and collaborative projects; two individual conferences required.
Revise Credit Hours	Course Number Title New Credit Hours (Formerly: present credit hours)	Revise Credit Hours ARTC 435 Cinematography as Art 4 Credit Hours (Formerly: 3)
All Auxiliary Items  Contact Hour Distribution Grading Restriction(s) Repeatability Credit Restriction(s) Prerequisite(s) Corequisite(s) Recommended Background Comment(s) Registration Restriction(s) Registration Permission	Course Number Title Credit Hours Give new item information (Formerly: old item information)	Revise grading restriction: ENGL 121 Academic English for Non-Native Speakers (4) Grading Restriction: Letter Grade (formerly: A,B,C, No Credit)  Revise Prerequisite: GEOG 413 Remote Sensing: Types and Applications (4) (RE) Prerequisite(s): 132 (Formerly: 310)  Revise Credit hours and Repeatability: ARTH 493 Independent Study (1-3) Repeatability: May be repeated. Maximum 9 hours. (Formerly: 1-15; no maximum stated)
Revise Program Requirements, Majors and Minors	Cite specific catalog location To: new text Formerly: old text	If there are many changes or if the name of the program is changing, drop entire program and add new.  If only a few lines or sections are changing do only those lines or sections.

**APPENDIX 4**  
**SCHEDULE TYPE/INSTRUCTIONAL METHOD CHART**

Schedule Type	Instructional Method
Brass	Conventional Methodology
Clinical	Clinical
Contract	Conventional Methodology
Discussion	Conventional Methodology
Drum	Conventional Methodology
Ensembles	Conventional Methodology
Use of Facilities	Other Non-Conventional Methodology
Flute	Conventional Methodology
Field Study/Supervision	Student Teaching & Field Supervision
Group Musical Instruction	Conventional Methodology
Guitar	Conventional Methodology
Horn	Conventional Methodology
Individual Music Instruction	Conventional Methodology
Instrumental	Conventional Methodology
Intensive Study	Conventional Methodology
Keyboard	Conventional Methodology
Lab	Conventional Methodology
Lecture	Conventional Methodology
Lecture/Lab Combined	Conventional Methodology
Live Online	Other Computer-Based Instruction
Oboe	Conventional Methodology
Off Campus Study	Student Teaching & Field Supervision
Percussion	Conventional Methodology
Practicum	Student Teaching & Field Supervision
Personalized Self Instruction	Independent Study
Private Lessons	Conventional Methodology
Recital	Conventional Methodology
Recitation	Conventional Methodology
Research	Independent Study
Saxophone	Conventional Methodology
Seminar	Conventional Methodology
Studio Work	Conventional Methodology
String	Conventional Methodology
Technology Enhanced	Other Computer-Based Instruction
Tennessee Online	Internet/Web Based/Online
Trumpet	Conventional Methodology
Voice	Conventional Methodology
Workshop	Conventional Methodology
Woodwind	Conventional Methodology

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