

**Graduate School Executive Committee
Tennessee Technological University**

**GUIDELINES FOR SUBMITTING PROPOSALS TO THE GRADUATE SCHOOL
EXECUTIVE COMMITTEE FOR COURSE AND CURRICULUM CHANGES**

The following guidelines are based on and modeled after the usages of the University Curriculum Committee over a period of many years and on the administrative requirements of the Office of Admissions and Records with respect to catalogs, semester schedules of classes, and student records. They are intended to assist the various academic units to prepare proposals which will present the least amount of unnecessary confusion when considered by the Graduate School Executive Committee.

General Considerations

The purpose of the following guidelines is to make the course offerings of the various departments as clear as possible to the reader. Information which will be included in the catalog should be concise, not exhaustive. Any further information which the Graduate School Executive Committee might find useful in acting on a proposal should be included in the Justification, including links to a course syllabus if desired.

Avoid needless duplication. If your students need a particular subject matter, first determine whether that subject matter is offered elsewhere on campus before proposing a course addition.

Professional courtesy requires that any possible conflict with existing courses or programs be resolved before new courses or programs are added. In like manner, if you propose to add or delete courses from your curriculum offered by another department, please consult with that department beforehand. Moreover, if you propose deleting a course required or heavily utilized by another department, please consult with that department beforehand.

Under ordinary circumstances, it is assumed that changes become effective with the new edition of the catalog containing those changes. If another effective date for proposed changes is desired, please state so on the proposal.

The procedures of the Graduate School Executive Committee require that agenda items be submitted to the Chairperson at least five (5) working days prior to the meeting at which they are to be acted upon. Please submit any proposals to the Office of Graduate Studies at least 10 working days prior to the meeting.

Specific Considerations

I. The Heading

Each proposal should begin with a heading containing four items: the address, the provenance of the proposal, the date of the proposal, and the type of material contained in the proposal.

1. The proposal must be addressed to the Graduate School Committee, not to an individual.
2. The proposal must come from the academic unit with responsibility for the material contained in the proposal, unless the proposal deals with university requirements, in which case it may come from any academic unit affected by those requirements. It may not come from an individual. The academic unit submitting the proposal should be clearly indicated in the heading, e.g., Dr. Jane Doe, Chairperson, Department of XYZ.

3. Each proposal must bear the day, month, and year of submission.
4. Each proposal should indicate in the heading the type(s) of material contained in the proposal, e.g., Curricular Changes, Course Changes, or New Degree Program in XYZ.

II. Course and Curricular Changes

Proposals for new degree programs must follow guidelines set by the Tennessee Board of Regents and Tennessee Higher Education Commission. Please consult the TBR Policy #2:01:01:00 and complete Forms A-010 for any of the following **prior** to submitting to the Graduate School Executive Committee: New Academic Programs, Units, and Policies and for Modifications of Existing Academic Programs, Units, and Policies. The policy and forms are available on [TBR website \(http://www.tbr.state.tn.us/\)](http://www.tbr.state.tn.us/) and TTU's [Strategic Planning website \(http://www.tntech.edu/strategicplanning/home/\)](http://www.tntech.edu/strategicplanning/home/)

Course changes include: the addition of a new course; the deletion of an existing course; changes in an existing course's level, title, credit, or content in a substantive way. Curricular changes include adding or deleting requirements to the program, shifting courses from one year to another, or altering the emphasis or direction of a program.

Both kinds of changes should have the following information, if applicable:

1. Abbreviation for the discipline, course number, course title, semester when course is offered, number of hours involved in the course, prerequisites
2. Catalog information
3. Course description
4. Justification for the course
5. Instructor
6. Course objectives
7. Topics covered
8. Textbook(s) and/or reading materials
9. Assessment/Evaluation/Grading
10. Course/Learning outcomes
11. Relationship of course outcomes to program outcomes
12. Accommodation for disability
13. Course/Class policies, if any, including academic integrity (plagiarism, fabrication, falsification)
14. Financial impact
15. Effective date

For course deletions, only items 1, 2, 4, and 15 should be provided.

Please note the following SACS and TBR requirements:

SACS 3.6.1: The institution's post-baccalaureate and professional degree programs, and its master's and doctoral degree programs, are progressively more advanced in academic content than undergraduate degree programs. (Post-baccalaureate program rigor).

SACS: 3.6.2: The institution ensures that its graduate instructions and resources foster independent learning, enabling the graduate to contribute to a profession or field of study. (Graduate curriculum).

TBR Policy 2:01:01:00: Non-substantive changes refer to changes impacting fewer than 9 semester credit hours at the graduate level since the program was originally proposed or last modification approved by the Board, and includes course rubrics, titles, descriptions, or content. Substantive changes require TBR approval.

The following features are recommended for consistency of course proposals:

1. The abbreviation for the discipline is given first, in the form in which it will appear in the semester schedules of classes and on the student's transcript.
2. This is followed by the course number, and where appropriate preceded by the undergraduate level number in parentheses, followed by a period.
3. Then comes the course title as it will appear in the catalog. Course titles should be limited to 25 spaces if possible in order to avoid possibly confusing abbreviations in the semester schedules and on the student transcript. **A course number used for another course in the same discipline should not be repeated within ten years of the last offering of the previous course with that same number.** Please contact [Cari Williams \(cwilliams@tntech.edu\)](mailto:cwilliams@tntech.edu) in the Records Office at 3505 to find out if a course number has been used in the last ten years.
4. If desired, the semester during which the course will be offered by should be listed after the course title, separated from the title by a dash. This is not necessary.
5. Still on the top line, indication should be made of the number and type of hours involved in the course, e.g., Lec. (lecture), Lab. (laboratory), Sem. (seminar), Ind.(Independent Study), Int. (internship), Pra. (Practicum), Rct. (Recitation), Stt.(Student Teaching), or Stu. (Studio). **Usually, two laboratory hours are considered the equivalent of one lecture or seminar hour for purposes of assigning credit hours. Designating the number of credit hours for a lab varies by department.**
6. On the second line, any prerequisites should be listed, using the disciplinary abbreviation and course number as they appear in the semester schedules of classes, not the course title, e.g., use MATH 6170, not Experimental Design I.
7. The catalog description should immediately follow the prerequisite statement. Catalog descriptions should be limited to 140 spaces. Avoid unnecessary phrases. Complete sentences are not necessary.
8. For changes, list first the existing version, then on a separate line(s), the proposed change.
9. Under the sub-heading "Justification" should be included the reasons for proposing the changes desired, and any additional information (including impact on other curricula, etc.) which you believe might be of assistance to the members of the committee in acting upon the proposal.