Curriculum Process System
Fields and Instructions
for
Substantial Course Modification Proposal
(2-25-14)

Retain the URL for your proposal in your records. This is the only way to retrieve a proposal if lost.

General Instructions: This form is to propose a modification of an existing course by updating the content. Many times a curricular revision proposal must accompany these proposals, and curriculum committee review only occurs on a completed "package" (all connected proposals). It is better to submit all proposals at the same time. Proposals can be saved until time for submission.

Form Item	Instructions
College and Department	Be sure your college and department are identified correctly. Click on *Change College/Department* if not pre-populated or identified correctly, and select your college and department from the drop down menus. If either college or department identifier is incorrect, routing of the proposal is stopped and the proposal becomes invalid. The proposal will have to be re-entered into the CPS.
Rubric	Enter the four-letter subject rubric of the course to be modified.
Course Number	Enter the four-digit number of the course to be modified.
Dual-Listed Rubric	Enter current dual-listed rubric (s). Leave blank if not applicable.
Dual-Listed Course Number	Enter current dual-listed number. Leave blank if not applicable.
Course Title	Enter the course title as it appears in the catalog.
Catalog Description	Enter the course description as it is published in the undergraduate and/or graduate ETSU catalog.
Enter Substantive Course Modifications	
Click the items you propose to be modified for the course. When clicked, two narrative boxes: *current* and *proposed* will appear for your input. First, enter the current information and then the proposed information. Information or instructions regarding these items are presented below.	

Form Item	Instructions
☐ Change Course Rubric	Enter the proposed four-letter rubric if the course is requested to move to another discipline. Proposed rubrics must be approved previously by the Registrar. Please confirm that the selected rubric is on the ETSU course inventory (Banner Screen SCACRSE) prior to submitting the proposal. Instructions for the Banner screen are found on the Registrar's Website.
☐ Change Course Number	Enter an appropriate four-digit number that identifies the level of the course and any other information. Dual listed courses end with 7; Honors courses end with 8; and entrepreneurial courses with 56. Note: Learning outcomes for a course, presented on the syllabus, are considered by review committees in relation to the level of the course. Information regarding learning outcomes is presented at the end of this document. Please confirm that the selected number is not already on the ETSU course inventory (Banner Screen SCACRSE) prior to submitting the proposal. Instructions for the Banner screen are found on the Registrar's Website.
☐ Change Cross-Listed Rubric	Cross-listing is based on course content that deals with more than one subject area in a substantive and interdisciplinary way. Cross-listing should be undertaken only when it has a significant purpose and supported by a specific rationale (include in the Rationale for Proposal text box). Creating multiple listing points in the course catalog is not considered to be sufficient justification for cross-listing.
☐ Change Course Title	Enter the course title as it should appear in the catalog.
☐ Change Transcript Title	Enter a transcript title that clearly represents the course. Titles are limited to 30 characters including periods, ampersands, slashes, dashes, and spaces. Often the course title is longer, necessitating the use of abbreviations. If abbreviations are used, the information presented should be clear and accurately represent the course.
☐ Change Credit Hours	Enter increase or decrease in credit hours. The increase or decrease should be reflected in the content of the modified syllabus. Review committees consider the information on the

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	syllabus when determining the appropriateness of the proposed credit for the course. Of particular importance are the learning outcomes and major assignments. A one-credit course implies that, in a traditionally taught lecture class, the students spend one hour in class and two outside of class.
☐ Change Prerequisites	Add or delete prerequisites. Course rubric + course number(s) are entered into this field. Worded prerequisites, such as *department approval* or *junior standing,* may be added after the courses. However, worded prerequisite phrases will not be used to stop registration. Prerequisite courses must be in the course inventory. Prerequisites can be "and," "or," or both "and" & "or." Example 1 ENGL 1020 **and** ENGL 2110 Example 2 ENGL 1020 **or** ENGL 2110 Example 3 ENGL 1020 **and** (ENGL 2110 **or** ENGL 2030) Be conservative in listing prerequisites and avoid redundancy in listing prerequisites. For example, ENGL 1010 is a prerequisite for ENGL 1020; ENGL 1020 is a prerequisite for literature courses; thus, only ENGL 1020 needs to be listed for literature courses. Including ENGL 1010 would be redundant. These courses must be on the approved course inventory or included as part of the proposal package. Experimental courses may not be used as a prerequisite. Course prerequisites are enforced during registration. A student who does not meet the prerequisite(s) is blocked from registering for the course; prerequisites are being enforced electronically. Written prerequisites are not enforceable during registration unless the department limits enrollment to zero and permits each student. A course cannot be both a prerequisite and a corequisite. Leave blank if none are required. Review committees may ask why a 3000/4000 or graduate-level class

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	doesn't need prerequisite course work because these courses usually presume prior learning. If the proposed course does not indicate prerequisites, the review committees may ask you to explain why.
☐ Change Corequisites	Similar to prerequisites, only course rubrics/numbers can be used as enforceable corequisites. Course prerequisites are enforced during registration. A student who does not meet the corequisite(s) is blocked from registering for the course; prerequisites are enforced electronically. These courses must be on the approved course inventory, not experimental. A course cannot be both a prerequisite and a corequisite. There can be no "or" in a list of corequisites. Leave blank if none are required.
☐ Change Catalog Description	Enter a concise course description to be published in the appropriate ETSU catalog. Write description in present, not future tense. It is recommended that the description start with a verb, not "this course . . ." Only in specific circumstances should course requirements be included in the description. Examples include major outside of class assignments/projects, study abroad, field-based learning, service learning, etc. Include any written prerequisite(s) at the end of the description. If the course is repeatable for credit, also identify the maximum credits. For instance, include at the end of the description: "Course repeatable for credit, maximum 6 credits."
☐ Type of Grade	Choose the type of grade from the menu: (Letter; Pass/Fail; Satisfactory/ Unsatisfactory/No Credit Lab) If this change is indicated, a syllabus needs to accompany this proposal. By checking "Type of Grade" as a modification, the syllabus form will appear at the end of the input screen. Note: Undergraduate students pursuing degrees may

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	count no more than 12 credit hours earned on a P/F or S/U basis at ETSU toward graduation. The only P/F or S/U classes that can be on a graduate program of study are thesis or dissertation.
Rationale for Proposal	Explain *why* your department needs this course or program, *what* role does it fill in the curriculum, and *how* it supports improvement. "Make the case" or "tell the story" for offering the changes by emphasizing the reason it is needed for educational purposes. This response item is very important to review committees and sets the stage for review. If appropriate, include peer recommendations from an accreditation review, program review or academic audit. Instead of using initials or abbreviations to represent a national accrediting agency or other sources, spell out titles. Curriculum committees outside the college will probably not know what the initials represent.
Course planned for school personnel licensure? (Yes/No)	If you are unsure if the proposed action requires review for the Teacher Education Council, please contact the Associate Dean in the College of Education. Answer the question by choosing either "Yes" or "No" on the drop-down menu. A "Yes" response routes the proposal to the Teacher Education Council. The Teacher Education Council must review and approve proposals for courses that will be required in a program that leads to a professional license for work in schools (e.g., teacher, school social worker, principal).
Course proposed for Honors? (Yes/No)	Answer the question by choosing either "Yes" or "No" on the drop-down menu. A "Yes" response routes the proposal to the Honors Council. The Honors Council reviews and approves proposals for courses that will be designated (last digit is 8) as required or recommended for students in Honors programs.
Course proposed for ETSU Study Abroad? (Yes/No)	Answer the question by choosing either "Yes" or "No" on the drop-down menu. A "Yes" response does not affect the routing of this proposal. If yes, consult Study Abroad Programs. The following forms must be submitted for review and approval by the International Advisory Council: Study Abroad Proposed Logistics and Study Abroad Budget .

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Course to be required for major, minor, or graduate degree in requesting department? (Yes, Currently Required Course) Yes, Requires Curriculum Proposal/No)	Answer the question by choosing either "Yes" or "No" on the drop-down menu. If this modified course is a requirement for a major, minor, or graduate degree in the requesting department, a curriculum proposal (non-substantive curriculum change or TBR substantive curriculum revision) must be submitted at the same time. Reviewing bodies consider all pertinent proposals together.
Course to be required for major, minor, or graduate degree in another department? (Yes, Requires Curriculum Proposal/No)	Answer the question by choosing either "Yes" or "No" on the drop-down menu. If this modified course is a requirement for a major, minor, or graduate degree in another department, a curriculum proposal (non-substantive curriculum change or TBR substantive curriculum revision) must be submitted at the same time. Reviewing bodies consider all pertinent proposals together. Confer with the department chair of the affected department as to how this course would impact the other program and ask him/her to send an email regarding his/her approval—or not—to the chair of the college and appropriate university curriculum committees.
Proposed Implementation Term	Indicate the term/year this implementation is proposed to occur so that the course can be entered into the course inventory and, therefore, be available for scheduling. In the event the approval process extends into the proposed implementation term, the next term will be used. If a course rubric, number, and/or managing department or college is changed, the implementation may take up to one year to be available for scheduling.

A syllabus must be submitted with this proposal (refer to the syllabus instructions). To enter the syllabus, click the 'View/Edit Syllabus' button. You cannot submit the proposal until you have completed a syllabus.

Revised: February 2014
Available Electronically in Chairs Handbook, Matters Pertaining to Curriculum, ETSU Proposals
http://www.etsu.edu/chairshandbook/matterscurriculum.aspx

[Bloom's Revised Taxonomy](#)

Six levels of cognitive complexity. All six may be evident in one course.

Level of course may determine learning outcome expectations
Lower-division courses may have more lower-level cognitive expectations
Higher-division undergraduate courses should include higher-level cognitive expectations

Graduate courses should include mostly higher-level cognitive expectations

Learning Outcome Examples

Avoid using "understanding" or "know" as a verb. Action verb statements can be measured. Consult Active Verb Examples and Learning Outcomes Examples in the Chairs Handbook under Matters Pertaining to Curriculum, ETSU proposals.

Learning Outcome Category	Action Verb Examples
Remembering (recall and remember)	define, list, memorize, recall, recognize, repeat
Understanding (explain ideas or concepts)	classify, describe, discuss, explain, identify, infer, locate, recognize, report, select, summarize, translate, paraphrase
Applying (use the information)	choose, demonstrate, dramatize, employ, execute, illustrate, implement, interpret, operate, schedule, sketch, solve, use, write
Analyzing (distinguish between different parts)	appraise, compare, contrast, criticize, critique, differentiate, discriminate, distinguish, examine, experiment, judge, question, test
Evaluating (justify a stand or decision)	appraise, argue, defend, judge, select, support, value, evaluate
Creating (create new product or point of view)	assemble, construct, create, design, develop, formulate, reorganizing elements, write