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This guide was prepared in August 2008 to give the colleges and the Provost’s Office an early start in the catalog revision process. Some information may be subject to change, however, because of transitions in the Provost’s Office. Information should be available soon about who will coordinate the catalog revision process during the coming year and where to direct questions about matters related to the catalogs. In the meantime, you may contact Norma Cantu at ext. 2722.
GENERAL INFORMATION

Where to Begin

The Provost's Office has sent your college the electronic files that will serve as the starting point for the 2009-2010 undergraduate and graduate catalogs. These Microsoft Word files contain the current catalog copy. Please use these files, which contain the latest revisions, rather than earlier files that you may have saved.

Please develop two versions of the catalog copy:

1. an annotated version showing specific changes (for use by the review bodies)
2. a "clean" version containing the new text (for the typesetting stage)

Submission Deadlines

Please check with your college about departmental and/or college deadlines. The graduate catalog copy is due at the Provost’s Office by November 14, 2008. The undergraduate catalog copy is due at the Provost’s Office by December 2, 2008.

FORMATTING GUIDELINES

Producing Annotated Catalog Copy for the Review Process

The annotated version shows how the proposed catalog differs from the current catalog. For best results, complete the annotated version before preparing the "clean" copy. All changes must be reflected in the annotated version. The annotated version contains these features:

- Additions are underlined.
- Deletions are shown with strikeout lines.
- Pages are numbered.
- Lines are numbered.

A sample page of annotated catalog copy is attached, along with instructions for using the strikethrough and line numbering features in Microsoft Word.

Note: Avoid the “track changes” and “compare documents” features in Microsoft Word in creating the annotated version because they tend to add unwanted formatting to the catalog copy.
Producing “Clean” Computer Files for the Publications Office

The electronic version of the catalog copy must be in a form that is easy to typeset. Formatting should be minimal. To simplify the conversion process, please follow these guidelines:

- Use just one font (preferably Times New Roman 12), and do not change the size of the font within the text.
- Do not use “column” or “table” features.
- Do not use right tabs or the flush right feature. (For course descriptions, use a single tab to separate the semester hours from the course number, rather than the flush right feature.)
- Avoid excessive use of the space bar. (Don’t use the space bar as a substitute for the tab key.)
- Avoid excessive tabs. (It’s not necessary to align all columns of numbers.)
- Do not use automatic paragraph numbering, automatic formatting, or special styles.
- Do not use underlining in the final version.
- You may use italics sparingly.
- You may use boldface for headings in the text; however, avoid using boldface in course descriptions. (The Publications Office will apply a style to the course descriptions.)
- Consider using a single blank space between sentences. (This reduces printing costs.)

These guidelines apply to the final electronic version. It is all right to produce a more attractive hard copy by aligning the columns. Just remember to delete any unnecessary tabs before turning in the electronic version. The final electronic version of the catalog copy should be in a stripped down format.

Course Description Formats

Common Courses:
If a lower-division course is equivalent to a course in the Texas Common Course Numbering System (TCCNS), special formatting is used in the course description. The Texas Higher Education Coordinating Board requires the TCCNS prefix and number to be displayed immediately adjacent to the institutional prefix and number. Examples:

COMM 1315 (SPCH 1315). 3 sem. hrs.
PUBLIC SPEAKING
Research, composition, organization, and delivery of speeches for various purposes and occasions, with emphasis on listener analysis and on informative and persuasive techniques. Satisfies the university core curriculum requirement in oral communication.

ACCT 2301 (ACCT 2301). 3 sem. hrs.
FINANCIAL ACCOUNTING
Other Courses:
Regular formatting is used for all other courses, including
• lower-division courses that are not equivalent to TCCNS courses
• upper-division undergraduate courses
• graduate courses

Sample course descriptions follow:

ECED 3324. 3 sem. hrs.
CHILD DEVELOPMENT
Provides the student with an overview of the physical, social, emotional, and psychological development of children from infancy through early childhood.

BIOL 3443. 4 sem. hrs. (3:2)
ENVIRONMENTAL BIOLOGY
Historical, contemporary, and projected concerns of human activities on biological aspects of ecosystem functioning. Prerequisite: BIOL 1407 or permission of instructor.

Cross-listed courses should be clearly indicated.

Course Numbers
If you add a new course, create a new course number. (Don’t recycle a number that was used for a different course in the previous catalog.) Guidelines for numbering new courses are provided in the attachment titled “Course Numbers.”

If appropriate, use common course numbers for lower-division courses.

If you renumber a course, please change the course number wherever it appears in the catalog. Let other departments know about the change.

In the course description sections, list the courses in numerical order (unless there is a reason for organizing them in a different way). If you renumber a course, please reorder the course descriptions so that they will be in numerical order.

Recommended Format for Describing Graduate Degree Programs in Graduate Catalog

Please use the recommended format for describing graduate degree programs. A copy may be found in the attachments. Use of the format will promote consistency in the catalog and enable students to more easily compare different degree programs.

References to Web Sites

Web sites can change and URLs can become outdated. If your catalog copy contains references to Web sites, make sure that the Web addresses are current. (Test them on your computer.) If a web site merely links to the online catalog and provides no other information, do not reference it.
Computer File Titles

The electronic version of the catalog includes dozens of computer files, which should be titled in a consistent manner. See the attachments for information.

EDITORIAL MATTERS

Terminology: University, College, and Department Names

When referring to the University’s name in the catalog, use “Texas A&M University-Corpus Christi” or “A&M-Corpus Christi” instead of TAMU-CC or TAMUCC.

References to Other Catalog Sections

Do not include references to page numbers in other parts of the catalog. Instead of saying “see page ____,” refer to the title of the appropriate section. Examples:

See “Transfer Credit Policies” in the section entitled “General Academic Policies and Regulations.”

Please consult the “University Core Curriculum Program” section for information on Triads and Tetrads.

Page references complicate the task of catalog preparation. By eliminating page references, as recommended by the Faculty Senate, we have reduced the time needed to prepare the final proofs.

Avoiding Repetition

University policy. As recommended by the Faculty Senate, please avoid needless repetition of University policy within college sections. Simply refer readers to the University policy earlier in the catalog unless repetition is needed for emphasis.

Core Curriculum requirements. Detailed information about core curriculum requirements is not needed in the college sections of the undergraduate catalog. Instead, refer to the University Core Curriculum Program section of the catalog, which has the latest information. (If a program recommends that its majors take a specific science, math, or fine arts course to satisfy core requirements, however, that information should be included in the program section.)

Grammar and Spelling

Remember to check the catalog copy for spelling and grammatical errors. Strive for consistency in the use of punctuation and capitalization.

We use “advisor” rather than “adviser” in the catalog.
Hyphen Usage in Compound Adjectives that Precede Nouns

college-level courses
first-year students

OTHER CONSIDERATIONS

120-Hour Degree Programs

State law prohibits a college or university from requiring a student to complete more than the minimum number of semester credit hours required for the student’s bachelor’s degree program by the Southern Association of Colleges and Schools or its successor unless the institution determines that there is a compelling academic reason for doing so. This state requirement went into effect in fall 2008. The undergraduate catalog copy, therefore, should reflect a good faith effort on the part of undergraduate programs to reduce their total semester credit hours to a minimum of 120 hours or to make meaningful progress toward that goal.

Student Learning Outcomes

Explicit student learning outcomes must be published in the university catalog for each program. Student learning outcomes are defined as important knowledge and behavior expected of students when they complete the program. It is recommended that programs define 3 to 5 learning outcomes at the program level (as opposed to specifics at the course level) and list them in the catalog with bullets. Learning outcomes should be defined so they can be measured in some way (qualitatively and/or quantitatively). These learning outcomes also will appear in the program’s annual assessment plan that is reviewed and updated each fall.

Although student learning outcomes should not change much from year to year, please take a moment to review the student learning outcomes submitted for your program in the current catalog to verify their relevance, capacity to be measured, and helpfulness in guiding program assessment.

In developing catalog copy for a new degree program, such as the BAS program, the M.S./Ph.D. in Marine Biology, or the M.A. in Communication, be sure to include the bulleted student learning outcomes.

Sample learning outcomes are provided below. For more information or for assistance contact Dr. Bridgette Hardin, Office of Planning and Institutional Effectiveness, at extension 5989.

Undergraduate Examples


Biology: Students will know how to make appropriate inferences and deductions from biological information.
**Business Administration:** Students will know how to develop graphic, spreadsheet, and financial analysis support for positions taken.

**Chemistry:** Students will know how to design an experiment to test a chemical hypothesis or theory.

**Communication Studies:** Students will be able to systematically analyze and solve problems, advocate and defend one’s views, and refute opposing views.

**Earth Science:** Students will be able to analyze the surface and subsurface (three-dimensional and four-dimensional) geologic characteristics of landforms.

**English:** Students will be able to present original interpretations of literary works in the context of existing research on these works.

**Environmental Science:** Students will be able to critically evaluate the effectiveness of agencies, organizations, and programs addressing environmental problems.

**Health Care Management:** Students will be able to apply basic problem-solving skills along with health care financial management knowledge to develop recommendations related to the financial issue(s) confronted by a health care organization.

**Medieval & Renaissance Studies:** Students will be able to write with clarity, unity, coherence, and correctness.

**Metropolitan Studies:** Students will be able to conduct and present sound research on metropolitan issues.

**Speech-Language Pathology/Audiology:** Students will be able to use appropriate inter-personal qualities and professional characteristics during interaction with peers, academic and clinical faculty, and clients.

**Theatre:** Students will know how to use voice, movement, and understanding of dramatic character and situation to affect an audience.

**Women’s Studies:** Students will be able to use gender as an analytical category to critique cultural and social institutions.

**Graduate Examples**

**Biology:** Students will be able to identify research questions on a contemporary issue in biology, and critically analyze the relevant literature.

**Any:** Students will be able to demonstrate mastery of the methodology and techniques specific to the field of study.

**Art:** Students will demonstrate an understanding of the factual content, theories, methodologies and principal issues in aesthetics and two arts disciplines.
Marine Science: Graduates will have broad knowledge of research needs and standards in the field of Marine Science, such that they could be competent science managers at the senior executive level.

History: Students will demonstrate a general grasp of the major issues and events in both United States and world history, and competence with the content of the student's areas of specialization.

Education: Students will demonstrate professional competence in teaching, including preparation of syllabi, testing and grading, use of instructional tools in the classroom, and articulating a philosophy of education.

Any: Thesis option graduate students will be able to organize and write the results of original research consistent with requirements of current discipline literature.
WHAT TO SUBMIT TO THE PROVOST’S OFFICE*

Graduate Catalog

By November 14, 2008, please provide the Provost’s Office with the following catalog materials:

1. Electronic copies of both the annotated and “clean” versions of the catalog copy
2. A hard copy showing annotated revisions
3. A hard copy showing the “clean” version (complete new text)
4. An executive summary that identifies the substantive changes and provides an explanation for them**
5. A routing slip, signed by the Dean, showing that catalog changes have been approved by the college curriculum review processes***

Provide documentation for new graduate courses directly to Dr. Harvey Knull, Dean of Graduate Studies, or Dr. JoAnn Canales, Associate Dean of Graduate Studies. The documents include
a. Copy of course syllabus (preferably electronic)
b. Course addition form with the appropriate college signatures

Undergraduate Catalog

By December 2, 2008, please provide the Provost’s Office with the following catalog materials:

1. Electronic copies of both the annotated and “clean” versions of the catalog copy,
2. A hard copy showing annotated revisions
3. A hard copy showing the “clean” version (complete new text)
4. An executive summary identifying the substantive changes and providing an explanation for them**
5. A routing slip, signed by the Dean, showing that catalog changes have been approved by the college curriculum review processes***
6. Course syllabi for 4000-level courses to be offered for graduate credit, if the courses are not already designated for graduate credit in the catalog.

* The name of the person who will coordinate the catalog revision process will be available at a later date. In the meantime you may contact Norma Cantu at ext. 2723.
** See instructions for executive summaries on page 11.
*** A sample routing slip is provided with the attachments.
Review and Approval Procedures  
College Sections of  
2009-2010 Undergraduate and Graduate Catalogs

OVERVIEW

Substantive revisions in the college sections of the university catalogs must be approved prior to publication. For the undergraduate catalog, the basic process involves review of the substantive changes in the catalog copy by the appropriate faculty curriculum group in the college, the Dean of the college, the Provost, and the Faculty Senate. Substantive changes in the graduate catalog are reviewed by the Graduate Council and Graduate Dean as well as the above groups.

For some types of changes, additional requirements exist. Catalog additions that require extra steps include the following:

- New degree programs (extensive review involving campus and external groups)
- New academic minors in undergraduate catalog (review by Provost’s Council)
- New graduate courses (review of syllabus by Graduate Council)
- Undergraduate courses offered for graduate credit (review of syllabus by several groups)

Details are provided below.

COLLEGE REVIEW AND APPROVAL OF CATALOG COPY

All revisions in the college sections of the catalog, including all new and revised courses, must be approved through the faculty curriculum review process of the relevant college and by the Dean of that college. The curriculum review process varies from college to college.

Reviewing Changes That Affect Other Disciplines

Communication among the colleges helps to ensure consistency in the catalog. Catalog changes made by one discipline can affect other disciplines. For example, curriculum changes in the humanities, social sciences, physical and life sciences, and other fields may have consequences for teacher education students in the College of Education. Interdisciplinary minors offered by one college may include courses from other colleges. Likewise, program “tracks” or “concentrations” within majors may include courses from other colleges. If your department eliminates or changes courses that affect other areas, please notify those disciplines in writing about the changes.

Changes impacting other disciplines should include memoranda from the disciplines affected through the respective dean that indicate endorsement, support, or concerns. If duplication or "territorial" issues arise in this process, the disciplines involved should seek resolution through the Deans and the Provost/VPAA.
SUBMISSION OF CATALOG MATERIALS TO PROVOST'S OFFICE

Each college will provide the required catalog materials to the Provost's Office by the appropriate deadline. (See page 9.) The Provost's Office will forward the catalog copy to the Graduate Council, if applicable, and to the Faculty Senate. The time line for the review process may be found in the “Production Schedule for 2009-2010 Catalogs” in the attachments. Meeting these deadlines is essential to avoid delays in the production and distribution of the catalogs.

Instructions for Executive Summaries

Each college should provide a separate executive summary for the undergraduate and graduate catalog copy to facilitate the review process. Based on guidelines provided by the Faculty Senate, the summary should identify the substantive changes and provide an explanation of those changes. For the purposes of its review, the Senate considers the following catalog changes to be substantive:

- Addition of a new academic degree program.*
- Addition of a new concentration, tract, or emphasis area of a current major.
- Addition of a new academic minor.
- Addition of a new course.
- Deletion of a course.
- Modifications to an academic degree, a concentration within a major, graduation requirements, or requirements for an academic minor.
- Modifications (other than editorial changes) to the general/non college sections of the catalog.
- Alterations in the course descriptions that impact the degree or graduation requirements of a course’s home program or a program that requires the course as a part of a degree or minor.
- Addition or deletion of a pre-requisite course that impacts the degree or graduation requirements and impacts other programs.

Also, any change that affects another discipline, college, or unit should be considered a substantive change.

For the purposes of its review, the Faculty Senate considers the following changes to be nonsubstantive:

- Editorial changes that do not impact degree or graduation requirements.
- Deletion of an academic degree program.
- Deletion of a concentration, tract, or emphasis area of a current major.
- Deletion of an academic minor.

*Note: Proposed new degree programs must complete an internal and external approval process that is separate from catalog review.
GRADUATE COUNCIL REVIEW

The Graduate Council assists the Graduate Dean in reviewing the content of the graduate catalog. The purpose of the Graduate Council is to consider all matters related to graduate programs at the University and to recommend practices and policies that enhance the quality of graduate programs. Serving as the advisory body to the Graduate Dean, the Graduate Council reviews and evaluates the admissions policies and processes, curriculum and program requirements, grading policies and practices, and other issues relating specifically to graduate education at the University. The Council also reviews new graduate degree programs being considered by the University once the college initiating the proposal has approved them.

Procedure for Approval of New Graduate Courses by the Graduate Council

New graduate courses must be reviewed and approved by the Graduate Council. Colleges proposing to add new graduate courses in fall 2009 should follow these steps:

1. Send the course syllabus (preferably electronic) and signed course addition form for each new course to Dr. Harvey Knull, Dean of Graduate Studies, or Dr. JoAnn Canales, Associate Dean of Graduate Studies, who will forward the materials to the Graduate Council. (See the attachments for a sample course addition form.)

2. Add the proposed courses to the catalog copy, which will be reviewed by the Graduate Council and Faculty Senate.

To ensure a timely review of new courses by the Graduate Council, colleges are strongly encouraged to submit the syllabi and course addition forms to the Graduate Dean prior to the submission of the catalog copy to the Provost's Office. If early submission of these materials is not possible, however, they may be submitted with the catalog copy to the Provost’s Office by November 14, 2008, the deadline for graduate catalog copy. They will then be forwarded to the Graduate Dean and Graduate Council.

FACULTY SENATE REVIEW

The Faculty Senate reviews proposed changes in both the undergraduate and graduate catalogs. Senate review of the graduate catalog occurs following review by the Graduate Council. The Senate’s Academic Affairs Committee will focus on substantive changes, as defined earlier under “Instructions for Executive Summaries.” All substantive catalog changes pertaining to the educational program and other academic matters must be approved by the Faculty Senate prior to the printing of the relevant catalog.

The Academic Affairs Committee is encouraged to work with the colleges and the Provost's Office if corrections or changes are recommended in the catalog copy.

WEB VERSION AVAILABLE FOR REVIEW PROCESS

For the review process, portions of the catalog copy will be placed on the web in late fall or early spring at http://catalogreview.tamucc.edu.
OTHER REVIEWS AFFECTING CATALOG DEVELOPMENT

Internal and External Review of Proposed New Degree Programs

Proposed degree programs undergo an extensive review process on campus and externally. This process is separate from the catalog review process. Colleges should not add new degree programs to the catalog copy unless Coordinating Board approval has occurred or is expected by the time the catalog goes into effect.

Provost's Council Review of Minors

Proposals for new academic minors in the undergraduate catalog must be reviewed by the Provost’s Council. Colleges should submit the proposals to the Provost by December 2 for placement on the agenda. A sample form is attached.

Review of Undergraduate Courses Offered for Graduate Credit

Special procedures exist for designating a 4000-level course for graduate credit. The course syllabus must be approved by the college's graduate committee, by the Graduate Council, and by the Faculty Senate. The syllabus must include those special requirements designated for students taking the course for graduate credit. (If a 4000-level course is already designated for graduate credit in the catalog, this procedure is not required.)

COLLEGE REVISIONS BASED ON SENATE RECOMMENDATIONS

After the Faculty Senate has made its recommendations, final corrections will be made in the catalog copy. Then it will be forwarded to the Publications Office for typesetting. Substantive changes that have not completed the review/approval process cannot be included at this stage.

PROOFS

After the catalog has been typeset, it will be sent back to the colleges for proofreading. This is a time for correcting typesetting errors, not for making changes in the catalog.

CATALOG DISTRIBUTION

If all goes well, the catalogs should be ready for distribution on campus by the middle of July 2009. The web version will be available later in the summer of 2009.
Related Task: Completing Course Inventory Update Forms

Submission of Forms to the Registrar

Preparing course inventory update forms is not a part of the catalog revision process, but it is a closely related task. The data on the forms is needed for completing the semester class schedules and for submitting course inventory revisions to the Texas Higher Education Coordinating Board. Communication between faculty and staff who prepare catalog copy and those who prepare course inventory update forms is important for ensuring accuracy and consistency.

Electronic course inventory update forms (templates) should be available from the Registrar’s Office. Photocopies of the forms are included in this packet. Instructions follow:

1) Enter the information electronically on the appropriate form.
   a) For each new course, complete a Course Addition Form. (Use this form if the course does not replace an existing course.)
   b) For each modified course, complete a Course Change Form. Use this form if there are changes in course number, title, description, number of semester credit hours, type of grading (for example, a change from a credit/no credit course to a graded course), course fees, or other characteristics of the course.
   c) List all deleted courses on the Course Deletion Form.
2) Print the forms and obtain the required signatures.
3) Send the signed (paper) forms to the Registrar.

The forms are usually due to the Registrar by December 5, 2008.

The above information, prepared in August 2008, may be subject to change. Please check with the Registrar’s office for updates.
Attachments

Method of Showing Catalog Changes
(Example - Annotated Catalog Copy)

Additions are underlined.
Deletions are shown by strikeout lines.
Pages are numbered.
Lines are numbered. (Note: Line numbering will show on printed page, but it may not be visible on the screen.)

PHIL 3305. 3 sem. hrs.
LOGIC OF SCI & PRACTICAL REASON.
Logical foundations of scientific method and rational decision-making. Analysis and criticism of reasoning in selected academic disciplines; theory and practice of argument construction in representative professional fields. (Formerly PHL 305)

PHIL 3310. 3 sem. hrs.
CLASSICS OF WESTERN THOUGHT.
Taking a central philosophical concept (e.g., justice, love, truth, power, or the like) as theme, the course traces its evolution from classical Greece through the Christian and modern eras to contemporary sources. Major works from each period are studied. (Formerly PHL 310)

PHIL 3340. 3 sem. hrs.
FOUNDATIONS OF PROFESSIONAL ETHICS.
Overview of contemporary ethical theories and basic principles of ethical reasoning. Application to ethical problems arising in public policy debates and in the practice of various professional fields. (This course satisfies the University core requirement for philosophy.)

PHIL 3345. 3 sem. hrs.
ENVIRONMENTAL ETHICS.
A study of conceptual and moral issues concerning the growth of the human population, consumption of resources, animal rights, and the moral status of nature and species.

PHIL 4331. 3 sem. hrs.
ISSUES IN PHILOSOPHY OF RELIGION.
Standard philosophical methods will be used to explore issues such as the existence and nature of God, the problem of evil, and the relationship between morality and religion.
Instructions for Using the Strikethrough and Line Numbering Features in Microsoft Word

Apply strikethrough formatting
1. Select the text you want to change.
2. On the Format menu, click Font, and then click the Font tab.
3. Select the Strikethrough check box.
4. Click OK.

Note: Please do not use the “track changes” and “compare documents” features of Microsoft Word for this task. These features add undesirable formatting to the catalog copy.

Add line numbers
1. Switch to print layout view (or page layout view)
2. To add line numbers to the entire document, click Select All on the Edit menu.
3. On the File menu, click Page Setup, and then click the Layout tab.
4. Click Line Numbers.
5. Select the Add line numbering check box, and then select the options you want.
6. Click OK.
Recommended Format for Graduate Degree Programs

English*
MASTER OF ARTS

Program Description

(including student learning outcomes in bulleted format)

Admission Requirements

Degree Requirements

(including exit requirements)

(If appropriate, present the requirements in numbered or bulleted lists.)

[Other topics, if desired]

For Additional Information

Web site: http://www.tamucc.edu/~aandh/engweb/graduate.htm
Campus address: Faculty Center (FC) Room 281; phone (361) 825-3264
Mailing address: Department of English, College of Liberal Arts
Texas A&M University-Corpus Christi, 6300 Ocean Drive
Corpus Christi, Texas 78412-5813

Course Descriptions

* Use the same size font for all catalog copy. The Publications Office will enlarge this heading.
Note: This form is not intended to limit the amount of space provided for the above topics.
Course Numbers

The University uses a course numbering system with four-letter prefixes and four-digit numbers. The first number identifies the level of the course (0, 1, 2, 3, 4, 5, 6). The second digit indicates the credit hour value of the course. The final digits are sequence numbers.

Several principles are used in the numbering scheme:

1. In numbering lower-division courses, we follow the guidelines of the Texas Common Course Numbering System (TCCNS). Any course with a common course number equivalent will use the common number. (In cases where our prefix is different, we still use the common numeric.) Common course numbers apply only to lower-division courses.

2. We use sequence numbers "90" through "94" for variable topics courses (4390, for example).

3. The "95" through "99" series is used for independent study courses for individual students (Directed Individual Study, Practica, Research, Thesis, and similar courses).

A new course should be assigned a new number. To avoid confusion, do not select a number used for a different course in the past.

Useful Web Sites

The Texas Higher Education Coordinating Board’s Lower Division Academic Course Guide Manual contains information on common course numbers for lower-division courses. It lists all courses in the Texas Common Course Numbering System and provides brief course descriptions. The fall 2007 version of the manual may be found at the following site:
http://www.thecb.state.tx.us/reports/PDF/1252.PDF

The Texas Common Course Numbering System web site at http://www.tccns.org/ contains the TCCNS course matrix, which identifies the common courses taught by public institutions of higher education throughout Texas.
# Preliminary Production Schedule for 2009-2010 Catalogs

## Submission of Catalog Copy to Provost’s Office

<table>
<thead>
<tr>
<th>Graduate Catalog Deadline</th>
<th>Undergraduate Catalog Deadline</th>
<th>Campus Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct. 30, 2008</td>
<td>Oct. 30, 2008</td>
<td>Admission &amp; Records, Student Affairs, &amp; other offices contributing to the general sections (except Graduate Studies &amp; Research)</td>
</tr>
<tr>
<td><strong>Nov. 14, 2008</strong></td>
<td><strong>Dec. 2, 2008</strong></td>
<td>Colleges</td>
</tr>
</tbody>
</table>

*Deadlines for submission to college review bodies will be earlier. Check with Deans’ Office for dates.

## Review of Undergraduate Catalog Copy

<table>
<thead>
<tr>
<th>Dates</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 10-20, 2008</td>
<td>Provost begins forwarding to Faculty Senate changes involving academic matters in general sections (front) of undergraduate catalog.</td>
</tr>
<tr>
<td>Dec. 10-22, 2008</td>
<td>Provost’s Office submits substantive changes in college sections of UG catalog to Senate.</td>
</tr>
<tr>
<td>Jan. 23 &amp; Feb. 20, ’09**</td>
<td>Faculty Senate completes review of undergraduate catalog.</td>
</tr>
</tbody>
</table>

**Or date of Jan. and Feb. Faculty Senate meetings.

## Review of Graduate Catalog Copy

<table>
<thead>
<tr>
<th>Dates</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct. 9, 2008</td>
<td>Graduate Dean submits to Graduate Council the revisions recommended by Office of Graduate Studies regarding academic matters in general sections of catalog.</td>
</tr>
<tr>
<td>Nov. 10-14, 2008</td>
<td>Provost’s Office forwards to Graduate Dean changes involving academic matters from units such as Admissions &amp; Records. Graduate Dean submits revisions to Graduate Council.</td>
</tr>
<tr>
<td>Dec. 4, 2008</td>
<td>Graduate Council completes review of general sections of graduate catalog.</td>
</tr>
<tr>
<td>Dec. 10, 2008</td>
<td>Provost’s Office submits general sections of graduate catalog to Faculty Senate following Provost’s review.</td>
</tr>
<tr>
<td>Dec. 3-16, 2008</td>
<td>College sections of graduate catalog are sent to Graduate Council subcommittees following preliminary review by Graduate Dean.</td>
</tr>
<tr>
<td>Jan. 22 or 29, 2009</td>
<td>Graduate Council completes review of college sections of graduate catalog.</td>
</tr>
<tr>
<td>Jan. 30 - Feb. 6, 2009</td>
<td>College sections of graduate catalog are submitted to Faculty Senate.</td>
</tr>
<tr>
<td>Mar. 13 or 27, 2009***</td>
<td>Faculty Senate completes review of graduate catalog.</td>
</tr>
</tbody>
</table>

***Depending on date of March Faculty Senate meeting.

## Publication and Printing of Catalogs

<table>
<thead>
<tr>
<th>Undergraduate Dates</th>
<th>Graduate Dates</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb. 16-24, 2009</td>
<td>Mar. 24-31, 2009</td>
<td>Catalog copy is sent to multimedia designer in Office of Marketing &amp; Communications for typesetting</td>
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<tr>
<td>Mar 2 - Apr. 3, 2009</td>
<td>Apr. 8 - May 1, 2009</td>
<td>Marketing &amp; Communications completes first proofs.</td>
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<td>Mar 9 - Apr. 10, 2009</td>
<td>Apr. 15 - May 8, 2009</td>
<td>Colleges and administrative offices review proofs for errors</td>
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<tr>
<td>May 15, 2009</td>
<td>May 15, 2009</td>
<td>Page count &amp; specifications are sent to publisher</td>
</tr>
<tr>
<td>May 22, 2009</td>
<td>May 22, 2009</td>
<td>Publications Office completes final proofs</td>
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<td>June 1, 2009</td>
<td>June 1, 2009</td>
<td>Catalogs are submitted to publisher</td>
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<tr>
<td>July 16, 2009</td>
<td>July 16, 2009</td>
<td>Printed catalogs arrive on campus (target date)</td>
</tr>
<tr>
<td>TBD</td>
<td>TBD</td>
<td>Marketing &amp; Communications posts catalog on web</td>
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</table>
ROUTING SLIP

GRADUATE AND UNDERGRADUATE CATALOGS
Catalog Proposals and Catalog Changes Submitted by Colleges

Catalog Section(s) ____________________________________________________________

College Submitting Changes ____________________________________________________

1. College
   
   _____ Approved by college curriculum review processes. (Enter date)
   
   _____ Approved by Dean (Enter date) Other affected units or disciplines have been notified in writing of
   the proposed changes.
   
   Signature of Dean _________________________________________________________

2. Graduate Dean (graduate catalog copy only)
   
   _____ If applicable, enter date catalog copy was forwarded to Graduate Dean by Provost’s Office.
   
   _____ Approved by Graduate Council and Graduate Dean. (Enter date)
   
   _____ Not approved (Explanation provided)
   
   Signature of Graduate Dean _________________________________________________

3. Provost
   
   _____ Returned to sender for study. (Explanation provided)
   
   _____ Approved (nonsubstantive change or change involving nonacademic matters). (Enter date)
   
   _____ Forwarded to Faculty Senate (Enter date)
   
   Signature of Provost ______________________________________________________

4. Faculty Senate
   Academic Affairs Committee
   
   _____ Forwarded to Senate with recommendations for approval, for disapproval, for approval pending
   minor modifications (largely editorial in nature), or other recommendations.
   
   Signature of chairperson __________________________________________________
   
   _____ Forwarded to Provost with recommendations as appropriate. (Minutes included.)

5. Provost
   
   _____ Returned to unit for modification or as a rejection. (Explanation provided)
   
   _____ Approved by Provost. (Date entered)
   
   Signature of Provost ______________________________________________________

REQUEST FOR APPROVAL TO OFFER A MINOR
Minor:
Designated College Offering Minor:

Required Courses:
Course No.   Cr. Hrs.   Title     Prerequisites

Designated Electives:
Course No.   Cr. Hrs.   Title   Prerequisites

Total Hours    (must be at least 18 hours)

Other Requirements:

Grade Point Average Required:
Number of Upper Level Hours Required:

Approval Dates:

<table>
<thead>
<tr>
<th></th>
<th>Date</th>
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<tbody>
<tr>
<td>College Faculty</td>
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<tr>
<td>Provost's Council</td>
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<tr>
<td>Faculty Senate</td>
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Signatures:

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<tr>
<td>College Dean Requesting Minor</td>
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<tr>
<td>Provost/V P Academic Affairs</td>
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</table>

Note: A copy of this completed form should be sent to the Office of Admissions and Records.
Titles for Electronic Files

Please use the following guidelines in naming the electronic files containing catalog copy.

Course Description Files for the Undergraduate Catalog

Each undergraduate discipline has a separate electronic file for course descriptions. The file name includes the 4-letter prefix for the discipline (such as ARTS or NURS), the number “9” (for fall 2009) and the letter “U” (for undergraduate). For annotated catalog copy, the title should include the letter “X.” The word “courses” is optional.

Examples:

ACCT~9U courses
(accounting undergraduate course descriptions, fall 2009 – clean copy)

BIOL~9UX courses
(biology undergraduate course descriptions, fall 2009 – annotated version)

All Other College Catalog Files

When naming computer files containing information about the college and its academic programs, follow these guidelines:

- The first two letters should identify the college (BU, ED, LA, NH, or ST)
- The third character should be a “9” (for fall 2009).
- The fourth character should be a “U” (undergraduate catalog) or a “G” (graduate catalog).
- The fifth and sixth characters refer to the sequence of the files.
- If the file contains annotated catalog copy, the title should end with the letter “X.”

Examples:

LA9U03
LA = Liberal Arts; 9 = fall 2009; U = undergraduate; 03 means #3 in the series of files for Liberal Arts undergraduate programs

ST9G01X
ST = Science and Technology; 9 = fall 2009, G = graduate; 01 means #1 in the series of S&T graduate files; X = annotated version

If desired, add the discipline’s name or abbreviation at the end of the title:

ST9U02 Biology
Course Inventory Update Forms
(course addition form)
(course change form)
(course deletion form)

See separate electronic files for these forms