



## **CURRICULUM REVIEW GUIDE**

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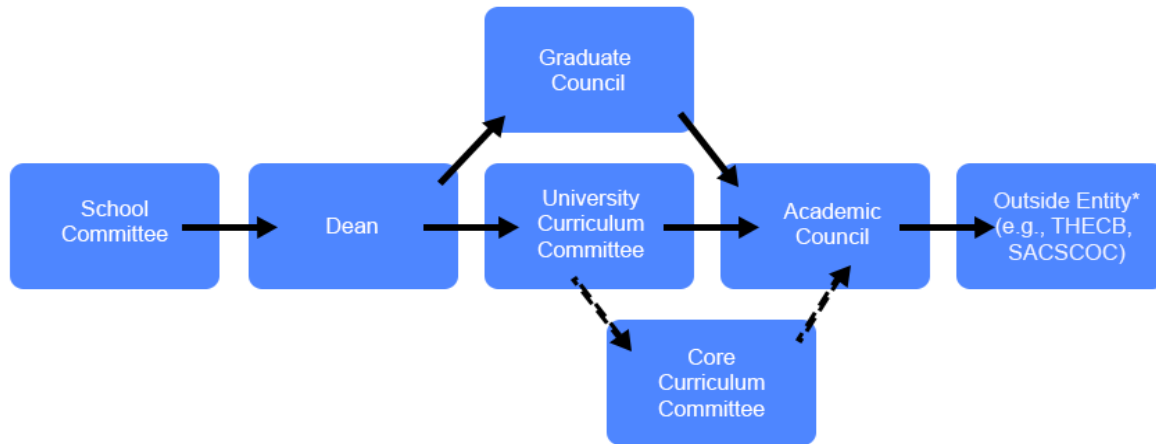
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## Roles of the Review Committees

### Curricular Review General Approval Routing\*



\*This diagram represents the conceptual approval process. See Appendix B for the precise workflow process for document movement.

Requests for new courses and programs, as well as changes to courses and programs, originate from the faculty. A Program Coordinator or Dean (when applicable) must be involved, or at least have been consulted if the submission does not come from them, to ensure program buy in and department communication.

It is also the responsibility of the department requesting curricular changes to consult with other departments who may be impacted by the change. Some examples,

- a) if Mathematics wants to make a change to a course, it could impact Education teacher certification and vice-versa,
- b) if the BAAS program changes the foundational courses, a department may not need to offer as many sections of a course due to changes in the BAAS or another area may have to offer more sections (and can they staff it?),
- c) changes in prerequisites may impact another department's ability to use a course in its programs of study,
- d) a new program may require new library resources for student access and research or software access on University computers so it warrants checking with the Library and IT to confirm that they can provide those resources,
- e) how a program or course is named could cause confusion or impact program accreditations,
- f) another program might have a course or expertise that could assist a program greatly and could lead to some great collaborations.

Consultations and resolutions should be documented between departments and attached to curricular requests.

### Curriculum Review as a Peer Review Process

In accordance with our accrediting body, the faculty make decisions on the content of the courses and program curriculum and, therefore, are routed through faculty committees (school curriculum committee and university-level committee) for peer review and critical feedback. This process should be engaged in the spirit of academic discourse and continuous improvement.

Once placed on the meeting agenda for Academic Council, curriculum requests will become documents of public record and should represent the school and faculty professionalism and due diligence appropriately. In addition, the information provided in these documents will be utilized to inform others who do not have the same level of expertise as well as the annual academic catalog and degree audit that holds students responsible for the degree requirements. Information not clearly shared or not included cannot be required for students to obtain the degree.

Developing and implementing our curriculum is the most important activity we do as a university. The process to develop the curriculum should be conducted with the highest level of professionalism and regard. Completing the Request forms for new and changes to existing programs and courses should be done accurately with thorough explanation to ensure that the faculty committees and those staff, who will help implement and market the programs and courses, understand the intent and needs.

### School Curriculum Committees

The purpose of the school curriculum committees is to review all undergraduate and graduate proposals for new programs and courses, and changes to existing courses and programs for the school focusing on the content and rigor of the course/program. **Given this committee includes the disciplinary experts, this level of review should be rigorous about reviewing the integrity of the curriculum presented and ensure that students will be prepared for the next course, next level of education, or workplace.**

The committee has the authority to 1) approve, 2) send back to the Originator for revisions, or 3) reject curriculum requests. Requests rejected should include detailed feedback of the committee on the items that were unclear, inaccurate, needs for additional documentation or information that could make the proposal stronger for university-level reviews, and typographical errors so that the originator can improve the request and resubmit.

### Curricular Review Checklists for the School Committees

Academic Affairs recognizes that committees may have criteria that they choose to use to review curriculum documents. These checklists are not meant to replace established criteria, but rather enhance what may be used and offer some standardization of curriculum review at each level of the process across the institution. The questions and materials noted in this checklist should serve as supplemental items for consideration. Cases in which raters consistently answer “No” or “Partially” to items based on the content of the curriculum requests should be grounds for return to the Originator with feedback for editing and clarification.

School Committee - Program Review				
For consideration...	Yes	No	Partially	N/A
1. Does the program request include all the appropriate attached documents?				

<p>a. Graduate or Undergraduate Catalog Degree Requirements Checklist (or a line item edit of University Catalog degree requirements if an existing program)</p> <p>b. Marketable Skills Documentation (new major or stand-alone certificate)</p> <p>c. Requests for any New Courses or Change of Existing Courses for the program</p> <p>d. Master’s Accelerated Pathway Application for accelerated pathway programs (See <a href="#">Curriculum Review Guide</a> for more information.)</p> <p><i>Failure to include all the documents fully completed should result in sending the Request back to the originator for further development.</i></p>				
<p>2. Is the information presented in the request form and additional documentation consistent and accurate? Does it represent the quality and professionalism of your school?</p>				
<p>3. Does the originator answer all the questions posed on the request form sections thoroughly?</p> <p><i>Failure to answer all the questions or provide sufficient information to make an informed judgment should result in sending the Request back to the originator for further development.</i></p>				
<p>4. Does the program request meet the School’s goals and objectives?</p>				
<p>5. Does the request include data or information that supports the need for the new program or change in program?</p> <p><i>Failure to answer questions related to the employability, graduate education preparation, or student demand should result in sending the request back to the originator for further development.</i></p>				
<p>6. Are resources available to support the new program? (i.e., funding for faculty, space, library, IT resources, etc.)</p>				
<p>7. Has there been consultation with other departments on campus to determine if there would be an impact on their programs or course offerings or other possible concerns because of this new program or change in program? Any benefits/possibilities of collaboration across departments or divisions?</p>				
<p>8. Does the program demonstrate coherence and meet general requirements for graduation with a degree? See appropriate <a href="#">Catalog</a> for general graduation requirement information and the Catalog Degree Requirements Checklist.</p>				
<p>9. Do committee members have any questions about the courses taken for the program and/or how the program is structured based on the Catalog Degree Requirements Checklist? Will the program be offered within 120 hours (or in accordance with approved THECB exceptions)?</p>				

10. Have issues of double-dipping and other program completion requirements been clearly addressed for documentation in the University Catalogs?				
11. Has the department reviewed the <a href="#">THECB Field of Study (FOS)</a> , if applicable. Is there appropriate alignment to make transfer easier for students and meet State FOS requirements?				
12. Is there evidence indicating that this curriculum change or new program is beneficial to students?				
13. For a new program, does the assessment plan provide adequate detail to be implemented and maintained? Are there clear Program Learning Outcomes (not course outcomes)? Are courses in the program identified to provide the assessment for the PLOs?				
14. Is the plan for this program to prepare students for external professional credentialing? If so, are all the course/learning outcomes included that would meet outside credentialing requirements? Are those outcomes evident in the syllabi of courses for the program and the program learning outcomes?				
15. If proposed changes may impact a current students' ability to graduate as described in previous or current catalogs, what teach out plans are proposed so that students may still graduate in a timely manner?				
16. If a new program (i.e., major or stand-alone certificate) is approved by the Academic Council, the Provost's Office must send out a notification to all schools within a 50-mile radius to determine if there is a perceived conflict with a program they are offering at their institution. Has sufficient research been conducted to determine if there are competing programs within the radius and if the program being proposed is "different enough" from possible competitors to survive final THECB approval?				
17. If the new program or change in existing program proposes double dipping in which graduate courses may apply to undergraduate degree completion, are there clear student performance indicators that signal student preparedness to engage in graduate courses?				
<b><i>For Accelerated Graduate-Undergraduate Programs</i></b>				
18. Does the program plan for completion of both programs meet the credit hours needed to meet federal and accreditation requirements for an undergraduate degree (120 hrs.) and master's degree (at least 30 hrs.)? A program plan with less than 150 hours would have to be justified for external entities. (See the <a href="#">Curriculum Review Guide</a> for information on Accelerated Pathway Programs to ensure all requirements are met.)				



<b>School Committee - Course Review</b>				
<b>For consideration...</b>	<b>Yes</b>	<b>No</b>	<b>Partially</b>	<b>N/A</b>
<p>1. Does the program request include all the appropriate attached documents?</p> <p style="margin-left: 40px;">a. Syllabus that reflects student learning outcomes for the course, evaluation methods, and general course activities and content coverage.</p> <p style="margin-left: 40px;">b. Requests for New Program or Change in Existing Program documentation related to the course</p> <p><i>Failure to include all the documents fully completed should result in sending the Request back to the originator for further development.</i></p>				
2. Is the information presented in the request form and additional documentation consistent and accurate?				
<p>3. Does the originator answer all the questions posed on the request form sections thoroughly?</p> <p><i>Failure to answer all the questions or provide sufficient information to make an informed judgment should result in sending the Request back to the originator for further development.</i></p>				
4. Does the course request meet the School's goals and objectives?				
<p>5. Does the request include data or information that supports the need for the new course or change in an existing course?</p> <p><i>Failure to answer all the questions or provide sufficient information to make an informed judgment should result in sending the Request back to the originator for further development.</i></p>				
6. Is it clear how the course contributes to the program of study?				
7. Are resources available to support the course? (i.e., funding for faculty, space, library, IT resources, etc.)				
8. Has there been consultation with other departments on campus to determine if there would be an impact on their programs or course offerings or other possible concerns because of this new course or change in an existing course? Any benefits/possibilities of collaboration across departments or divisions?				
9. How will this course align with transfer courses from our community college partners? Will we accept lower-level courses from the community college to meet requirements for this course? If so, how does that impact student completion of the program?				
10. Has the department reviewed the THECB Academic Course Guide Manual (ACGM) to determine				

appropriate alignment for a Texas Common Course Number (TCCN) to make transfer easier?				
11. Is there reasonable justification for proposed prerequisites, corequisites, and rules (e.g., majors only or senior standing only)? Has justification for prerequisites and corequisites been provided to show that students need particular course content to be successful in the course? Has justification for rules been provided that may restrict access to the course to certain student populations, like “seniors only” because the course is meant as a capstone or “majors only” due to faculty resources?				
12. Are the prerequisite and corequisite courses presented in alignment with program requirements in cases in which the course contributes to a new program or change in an existing program?				
13. Does the request form and syllabus provide enough detail to support a well-planned course? <i>Failure to provide sufficient information to make an informed judgment should result in sending the Request back to the originator for further development.</i>				
14. Does the course content and rigor seem appropriate for the level of the course? (i.e., 1000-2000 level, 3000-4000 level, 5000 level, etc.) (See <a href="#">Curriculum Review Guide</a> for information on Level of Course Credit)				
15. Does the course duplicate content offered in another course offering? If so, what is the necessity for offering this version?				
16. Will the course be offered regularly to warrant a course number?				
17. Will the course rotation support student completion of a program of study? For instance, are required courses for a major offered more regularly than courses that may contribute to concentrations or electives?				
18. Is the plan for this course to prepare students for external professional credentialing? If so, are all the course/learning outcomes included that would meet professional credentialing requirements? Are those outcomes evident in the syllabus for the course?				
19. Is this course going to be cross-listed with another department? Is there supporting documentation from the other department? Does the faculty member teaching the course have the appropriate expertise to teach the course according to SACSCOC faculty qualifications and University policy? <i>Failure to provide sufficient information to make an informed judgment should result in sending the Request back to the originator for further development.</i>				

<p>20. If a new course will be offered at the graduate and undergraduate levels, does the proposal clearly delineate the differences in content, assignments, and rigor that warrant the differentiation in credit? <i>A course that could be offered at both levels would need to be approved by both the UCC and GC to ensure appropriate rigor for each level.</i></p>				
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Dean Review

Deans review all undergraduate and graduate proposals for the School/College and have the authority to 1) approve, 2) send back to the Originator for revisions, or 3) reject curriculum requests. Requests rejected should include detailed feedback on the items that were unclear, inaccurate, needs for additional documentation or information that could make the proposal stronger for university-level reviews, and typographical errors.

Special attention should be paid to new course and program requests to ensure resource availability.

Curricular Review Checklists for Deans

Academic Affairs recognizes that committees may have criteria that they choose to use to review curriculum documents. These checklists are not meant to replace established criteria, but rather enhance what may be used and offer some standardization of curriculum review at each level of the process across the institution. The questions and materials noted in this checklist should serve as supplemental items for consideration. Cases in which raters consistently answer “No” or “Partially” to items based on the content of the curriculum requests should be grounds for return to the Originator with feedback for editing and clarification.

Dean - Program Review				
For consideration...	Yes	No	Partially	N/A
<p>1. Does the program request include all the appropriate attached documents?</p> <ul style="list-style-type: none"> <li>a. Graduate or Undergraduate Catalog Degree Requirements Checklist (or a line item edit of University Catalog degree requirements if an existing program)</li> <li>b. Marketable Skills Documentation (new major or stand-alone certificate)</li> <li>c. Requests for any New Courses or Change of Existing Courses for the program</li> <li>d. Master’s Accelerated Pathway Application for accelerated pathway programs (See <a href="#">Curriculum Review Guide</a> for more information.)</li> </ul> <p><i>Failure to include all the documents fully completed should result in sending the Request back to the originator for further development.</i></p>				
<p>2. Is the information presented in the request form and additional documentation consistent and accurate? Does it represent the <u>quality and professionalism of your school</u>?</p>				

<p>3. Does the originator answer all the questions posed on the request form sections thoroughly? <i>Failure to answer all the questions or provide sufficient information to make an informed judgment should result in sending the Request back to the originator for further development.</i></p>				
<p>4. Does the program request meet the School’s goals and objectives?</p>				
<p>5. Does the School have the funding to support the hire of faculty to teach for the program, if needed?</p>				
<p>6. Will faculty have appropriate course loads to support the program?</p>				
<p>7. Is there evidence that this program be self-sustainable? Is there information that supports a sufficient return on investment for the University?</p>				
<p>8. Do the faculty listed in the proposal have the appropriate credentials to implement and maintain the program of study? Do they meet teaching qualification standards according to SACSCOC and University policy? (See <a href="#">Faculty Credentialing Guide</a>)</p>				
<p>9. Does the University have the appropriate space to accommodate this program? Offices, classrooms, labs, computer labs, etc.</p>				
<p>10. Does the University own the appropriate equipment and/or will funding be secured for its purchase?</p>				
<p>11. Has there been consultation with other departments on campus to determine if there would be an impact on their programs or course offerings or other possible concerns because of this new program or change in program? Any benefits/possibilities of collaboration across departments or divisions?</p>				
<p>12. Is there sufficient evidence that the new program or change in an existing program shows evidence of easy alignment and transferability from our community college partners?</p>				
<p>13. If the program plans to prepare students for external professional credentialing, does this program offer appropriate justification and documentation that this can be accomplished by students who complete this the program of study?</p>				
<p>14. If a new program (i.e., a major or stand-alone certificate) is approved by the Academic Council, the Provost’s Office must send out a notification to all schools within a 50-mile radius to determine if there is a perceived conflict with a program they are offering at their institution. Has sufficient research been conducted to determine if there are competing programs within the radius and if the program being</p>				

proposed is “different enough” from possible competitors to survive final THECB approval?				
15. Will this program contribute to preparation for external professional credentialing? If so, is there adequate evidence that objectives will be met in this class?				
<b><i>For Accelerated Graduate-Undergraduate Programs</i></b>				
16. Does the program plan for completion of both programs meet the credit hours needed to meet federal and accreditation requirements for an undergraduate degree (120 hrs.) and master’s degree (at least 30 hrs.)? A program plan of less than 150 hours would have to be justified for external entities. (See the <a href="#">Curriculum Review Guide</a> for information on Accelerated Pathway Programs to ensure all requirements are met.)				

<b>Dean - Course Review</b>				
<b>For consideration...</b>	<b>Yes</b>	<b>No</b>	<b>Partially</b>	<b>N/A</b>
1. Does the program request include all the appropriate attached documents? a. Syllabus that reflects student learning outcomes for the course, evaluation methods, and general course activities and content coverage. b. Requests for New Program or Change in Existing Program documentation related to the course				
2. Is the information presented in the request form and additional documentation consistent and accurate? Does it represent the quality and professionalism of your school?  <i>Failure to answer all the questions or sufficient information to make an informed judgment should result in sending the Request back to the originator for further development.</i>				
3. Will distance learning be implemented for this course? If so, is there time for quality course development and faculty training with DLIT?				
4. Will adding this course to a program negatively impact teaching loads?				
5. Does the School have the funding to support the hire of faculty to teach this course, if needed?				
6. Does this course require additional course fees to sustain adequate pedagogy? Has that been discussed/approved with the CFO and Budgets offices?				
7. Do faculty have the appropriate credentials to meet teaching qualification standards according to SACSCOC				

and University policy? (See <a href="#">Faculty Credentialing Guide</a> )				
8. Are additional library resources needed for the proposal?				
9. Does the University have the appropriate equipment needed to teach this course? Will funding need to be secured for the purchase of equipment needed?				
10. Does the University have the appropriate space to accommodate this class? Offices, classrooms, labs, computer labs, etc.				
11. Does the new course or change in an existing course show evidence of easy alignment and transferability from our community college partners? <i>Failure to provide sufficient information to make an informed judgment should result in sending the Request back to the originator for further development.</i>				
12. If a new course will be offered at the graduate and undergraduate levels, does the proposal clearly delineate the differences in content, assignments, and rigor that warrants the differentiation in credit? <i>A course that could be offered at both levels would need to be approved by both the UCC and GC to ensure appropriate rigor for each level.</i>				

### University Curriculum Committee (UCC)

The University Curriculum Committee reviews all **undergraduate** proposals for new programs and courses, and changes to existing courses and programs for all the schools focusing more on the university needs, policies, and big picture considerations of the proposals. UCC has the authority to 1) approve, 2) send back to the Originator for revisions, or 3) reject curriculum requests. Requests rejected should include detailed feedback of the committee on the items that were unclear, inaccurate, needs for additional documentation or information that could make the proposal stronger for university-level reviews, and typographical errors so that the originator can improve the request and resubmit.

Special focus is on the impact of new/revised degrees and courses to the entire University. Courses that are proposed as a cross-listing between at the undergraduate and graduate level would need to be approved both by UCC and GC to ensure appropriate academic rigor.

### Curricular Review Checklists for University Committees

Academic Affairs recognizes that committees may have criteria that they choose to use to review curriculum documents. These checklists are not meant to replace established criteria, but rather enhance what may be used and offer some standardization of curriculum review at each level of the process across the institution. The questions and materials noted in this checklist should serve as supplemental items for consideration. Cases in which raters consistently answer “No” or “Partially” to items based on the content of the curriculum requests should be grounds for return to the Originator with feedback for editing and clarification.

<b>University Committee - Program Review</b>
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For consideration...	Yes	No	Partially	N/A
<p>1. Does the program request include all the appropriate attached documents?</p> <ul style="list-style-type: none"> <li>a. Graduate or Undergraduate Catalog Degree Requirements Checklist (or a line item edit of University Catalog degree requirements if an existing program)</li> <li>b. Marketable Skills Documentation (new major or stand-alone certificate)</li> <li>c. Requests for any New Courses or Change of Existing Courses for the program</li> <li>d. Master’s Accelerated Pathway Application for accelerated pathway programs (See <a href="#">Curriculum Review Guide</a> for more information.)</li> </ul> <p><i>Failure to include all the documents fully completed should result in sending the Request back to the originator for further development.</i></p>				
<p>2. Does the program request meet the University mission?</p>				
<p>3. Does the request provide clear information for implementation? For instance, does the Catalog Degree Worksheet or edited catalog program information make sense to an outside observer? Have all the questions on the request form been answered for you to make an appropriate judgment?</p> <p><i>Failure to provide sufficient information to make an informed judgment should result in sending the Request back to the originator for further development.</i></p>				
<p>4. Is the type of degree consistent with University standards? For instance, is the degree type appropriately classified as a BA, BS, BBA, MA, MS, MEd, etc. If a new degree type is being requested, is further justification provided for why that degree type is appropriate and differentiated from other degree types. (See the <a href="#">Curriculum Review Guide</a> for more information.)</p>				
<p>5. Is the request in compliance with University General Requirements in the <a href="#">Undergraduate and Graduate Catalogs</a> (as appropriate) and other <a href="#">campus policies</a>?</p>				
<p>6. Has there been consultation with other departments on campus to determine if there would be an impact on their programs or course offerings or other possible concerns because of this new program or change in program? Any benefits/possibilities of collaboration across departments or divisions?</p>				
<p>7. Has this program been sufficiently reviewed for transferability and alignment with the program?</p>				
<p>8. Is it clear that the new courses or changes in existing courses proposed with this program or offered in the</p>				

department support the intent and learning objectives of the program of study?				
<b>For Accelerated Graduate-Undergraduate Programs</b>				
9. Does the program plan for completion of both programs meet the credit hours needed to meet federal and accreditation requirements for an undergraduate degree (120 hrs.) and master’s degree (at least 30 hrs.)? A program plan with less than 150 hours would have to be justified for external entities. (See the <a href="#">Curriculum Review Guide</a> for information on Accelerated Pathway Programs to ensure all requirements are met.)				
10. If the new program or change in existing program proposes double-dipping in which graduate courses may apply to undergraduate degree completion, are there clear student performance indicators that signal student preparedness to engage in graduate courses?				

<b>University Committee - Course Review</b>				
<b>For consideration...</b>	<b>Yes</b>	<b>No</b>	<b>Partially</b>	<b>N/A</b>
1. Does the program request include all the appropriate attached documents? <ul style="list-style-type: none"> <li>a. Syllabus that reflects student learning outcomes for the course, evaluation methods, and general course activities and content coverage.</li> <li>b. Requests for New Program or Change in Existing Program documentation related to the course.</li> </ul> <i>Failure to include all the documents fully completed should result in sending the Request back to the originator for further development.</i>				
2. Does the course request meet the University mission?				
3. Does the request provide clear information for implementation? For instance, does the syllabus make sense to an outside observer? <i>Failure to answer all the questions or provide sufficient information to make an informed judgment should result in sending the Request back to the originator for further development.</i>				
4. Is it clear what the course will contribute to the program of study?				
5. Does the course content and rigor seem appropriate for the level of the course? (i.e., 1000-2000 level, 3000-4000 level, 5000 level, etc.) (See <a href="#">Curriculum Review Guide</a> for information on Level of Course Credit)				
6. Is this new course like other offerings on campus? Does the changes to an existing course make the course similar to another on campus?				



7. Has there been consultation with other departments on campus to determine if there would be an impact on their programs or course offerings or other possible concerns because of this new course or change in an existing course? Any benefits/possibilities of collaboration across departments or divisions?				
8. Is it clear that the new courses or changes in existing courses proposed with this program or offered in the department support the intent and learning objectives of the program of study?				
9. If a new course will be offered at the graduate and undergraduate levels, does the proposal clearly delineate the differences in content, assignments, and rigor that warrants the differentiation in cred awarded?				

### Graduate Council (GC)

The Graduate Council reviews all graduate proposals for new programs and courses (except for the College of Law), and changes to existing courses and programs for all the schools focusing more on the university needs, policies, and big picture considerations of the proposals. GC has the authority to 1) approve, 2) send back to the Originator for revisions, or 3) reject curriculum requests. Requests rejected should include detailed feedback of the committee on the items that were unclear, inaccurate, needs for additional documentation or information that could make the proposal stronger for university-level reviews, and typographical errors so that the originator can improve the request and resubmit.

Special focus is on the impact of new/revised degrees and courses to the entire University. Courses that are proposed as a cross-listing between at the undergraduate and graduate level would need to be approved both by UCC and GC to ensure appropriate academic rigor.

### Curricular Review Checklists for University Committees

Academic Affairs recognizes that committees may have criteria that they choose to use to review curriculum documents. These checklists are not meant to replace established criteria, but rather enhance what may be used and offer some standardization of curriculum review at each level of the process across the institution. The questions and materials noted in this checklist should serve as supplemental items for consideration. Cases in which raters consistently answer “No” or “Partially” to items based on the content of the curriculum requests may be grounds for return to the Originator with feedback for editing and clarification.

<b>University Committee - Program Review</b>				
<b>For consideration...</b>	<b>Yes</b>	<b>No</b>	<b>Partially</b>	<b>N/A</b>
1. Does the program request include all the appropriate attached documents? a. Graduate or Undergraduate Catalog Degree Requirements Checklist (or a line item edit of University Catalog degree requirements if an existing program)				

<p>b. Marketable Skills Documentation (new major or stand-alone certificate)</p> <p>c. Requests for any New Courses or Change of Existing Courses for the program</p> <p>d. Master’s Accelerated Pathway Application for accelerated pathway programs (See <a href="#">Curriculum Review Guide</a> for more information.)</p> <p><i>Failure to include all the documents fully completed should result in sending the Request back to the originator for further development.</i></p>				
<p>2. Does the program request meet the University mission?</p>				
<p>3. Does the request provide clear information for implementation? For instance, does the Catalog Degree Worksheet or edited catalog program information make sense to an outside observer? Are all the questions asked on the request form addressed?</p> <p><i>Failure to provide sufficient information to make an informed judgment should result in sending the Request back to the originator for further development.</i></p>				
<p>4. Is the type of degree consistent with University standards? For instance, is the degree type appropriately classified as MA, MS, MEd, or accelerated combined program, etc. (See the <a href="#">Curriculum Review Guide</a> for more information.)</p>				
<p>5. Is the request in compliance with University General Requirements in the Undergraduate and <a href="#">Graduate Catalogs</a> (as appropriate) and other campus policies?</p>				
<p>6. Has there been consultation with other departments on campus to determine if there would be an impact on their programs or course offerings or other possible concerns because of this new program or change in program? Any benefits/possibilities of collaboration across departments or divisions?</p>				
<p>7. Is it clear that the new courses or changes in existing courses proposed with this program or offered in the department support the intent and learning objectives of the program of study?</p>				
<p>8. If the new program or change in existing program proposes double dipping in which graduate courses may apply to undergraduate degree completion, are there clear student performance indicators that signal student preparedness to engage in graduate courses?</p>				
<p><b><i>For Accelerated Graduate-Undergraduate Programs</i></b></p>				
<p>9. Does the program plan for completion of both programs meet the credit hours needed to meet federal and accreditation requirements for an undergraduate degree (120 hrs.) and master’s degree (at least 30 hrs.)? A program plan with less than 150</p>				

hours would have to be justified for external entities. (See the <a href="#">Curriculum Review Guide</a> for information on Accelerated Pathway Programs to ensure all requirements are met.)				
10. If the new program or change in existing program proposes double-dipping in which graduate courses may apply to undergraduate degree completion, are there clear student performance indicators that signal student preparedness to engage in graduate courses?				

<b>University Committee - Course Review</b>				
<b>For consideration...</b>	<b>Yes</b>	<b>No</b>	<b>Partially</b>	<b>N/A</b>
1. Does the program request include all the appropriate attached documents? a. Syllabus that reflects student learning outcomes for the course, evaluation methods, and general course activities and content coverage. b. Requests for New Program or Change in Existing Program documentation related to the course. <i>Failure to include all the documents fully completed should result in sending the Request back to the originator for further development.</i>				
2. Does the course request meet the University mission?				
10. Does the request provide clear information for implementation? For instance, does the syllabus make sense to an outside observer? <i>Failure to answer all the questions or provide sufficient information to make an informed judgment should result in sending the Request back to the originator for further development.</i>				
3. Is it clear what the course will contribute to the program of study?				
4. Does the course content and rigor seem appropriate for the level of the course? (i.e., 1000-2000 level, 3000-4000 level, 5000 level, etc.) (See <a href="#">Curriculum Review Guide</a> for information on Level of Course Credit)				
5. Is this new course like other offerings on campus? Does the changes to an existing course make the course similar to another on campus?				
6. Has there been consultation with other departments on campus to determine if there would be an impact on their programs or course offerings or other possible concerns because of this new course or change in an existing course? Any benefits/possibilities of collaboration across departments or divisions?				
7. Is it clear that the new courses or changes in existing courses proposed with this program or offered in the				

department support the intent and learning objectives of the program of study?				
11. If a new course will be offered at the graduate and undergraduate levels, does the proposal clearly delineate the differences in content, assignments, and rigor that warrants the differentiation in credit awarded?				

### Core Curriculum Committee

The Core Curriculum Committee reviews courses that departments want to be officially approved to be offered in the Texas Core Curriculum. They review proposals after the UCC has reviewed and approved a course for addition to the catalog.

#### Curricular Review Checklist for the Core Curriculum Committee

Academic Affairs recognizes that committees may have criteria that they choose to use to review curriculum documents. These checklists are not meant to replace established criteria, but rather enhance what may be used and offer some standardization of curriculum review at each level of the process across the institution. The questions and materials noted in this checklist should serve as supplemental items for consideration. Cases in which raters consistently answer “No” or “Partially” to items based on the content of the curriculum requests should be grounds for return to the Originator with feedback for editing and clarification.

Core Curriculum Committee Course Review				
For consideration...	Yes	No	Partially	N/A
1. Does the proposed course meet the undergirding philosophy of the UNT Dallas core curriculum?				
2. Does the proposed course meet the foundational component area core objectives laid out by the THECB?				

### Academic Council (AC)

The Academic Council reviews all undergraduate and graduate proposals for all the schools/colleges including the College of Law and has the authority to 1) table the request, 2) approve, 3) approve the request with amendments, or 4) reject curriculum requests. Special focus is on the impact of new/revised degrees and courses to the entire University.

#### Curricular Review Checklist for the Academic Council

Academic Affairs recognizes that committees may have criteria that they choose to use to review curriculum documents. This checklist is not meant to replace established criteria, but rather enhance what may be used and offer some standardization of curriculum review at each level of the process across the institution. The questions and materials noted in this checklist should serve as supplemental items for consideration. Cases in which raters consistently answer “No” or “Partially” to items based on the content of the curriculum requests should be grounds for return to the Originator with feedback for editing and clarification.

Academic Council Curriculum Review				
For consideration...	Yes	No	Partially	N/A
1. Is there evidence that this request contributes to the University mission?				
2. Is the request complete (with all attached documents available for review) and clear in presentation for the purposes of campus implementation?				
3. Does the request conform to University regulations?				
4. Would there be a duplication in offerings because of this request?				
5. Is there confirmation of sufficient consultation with other programs on campus to determine the impact on other departments?				

### External Approvals

The Executive Director of Strategy & Effectiveness ensures that curricular changes that require external review are completed, such as with the Texas Higher Education Coordinating Board (THECB), Southern Associations of Colleges and Schools – Commission on Colleges (SACSCOC), or the Board of Regents, as needed. Consultation early in the proposal process is recommended as additional proposal information may be required to meet external reviewer application requirements.

The Executive Director of Strategy & Effectiveness will share with campus constituents (i.e., Registrar, Advising, Provost’s Office, faculty, and deans) the curricular requests that require external review to inform catalog and other curricular implementation in a timely manner. The Executive Director will also mediate between the reviewing body and the faculty proposing the program or course changes as needed.

For new programs in particular, the Executive Director of Strategy & Effectiveness must send out a notification to other schools within the 50-mile radius to determine if they perceive a conflict. The Executive Director also works with the Provost to ensure that new programs are reviewed and approved by the Board of Regents and determines if it warrants a Substantive Change application with SACSCOC.

For courses, in which there is a request to align the course with a Texas Common Course Number, additional documentation and approval is required by the THECB. While the course can be added to an approved major program of study and Course Listing in the Catalog, it cannot be advertised with a TCCN until THECB approval has been granted.

**Once the decision of the external reviewer is available, the Executive Director will notify the same constituents of the decision for actionable implementation or further development and planning.**

## Flow of Information to the Campus



\* Catalog changes will be reflected in the next annual version (if appropriate approval deadlines are met).

## Elements of a Degree Program

### General University Requirements for Undergraduate Programs of Study

In the Undergraduate Catalog, the official General Degree Requirements are listed in the [Undergraduate Academic Programs](#) section, while the Graduate Catalog shares this information in [The Graduate School](#) section.

Critical elements to consider for new or changing **undergraduate** programs of study:

1. Students must have a minimum of 120 hours to graduate.

UNTD cannot design programs of study that exceed 120 hours unless the University has special permission from the Texas Higher Education Coordinating Board (THECB). For instance, the School of Education has permission for 123-hour degree plans. Transfer guides or pathways from the community colleges to UNT Dallas also should not exceed the approved limits.

*Definition: Transfer guides or pathways – for specific programs of study, the list of courses and requirements students would take at the community college and UNT Dallas that would result in earning a degree from UNT Dallas.*

2. Twenty-five percent (25%) of the semester hours required for a degree must be earned from UNT Dallas.

For a 120-hour degree plan, that is 30 credit hours from UNT Dallas. This residency requirement must also be considered in creating transfer guides or pathways.

3. A minimum of 42 semester hours of advanced coursework (3000- & 4000-level course numbers), 24 of which must be completed at UNT Dallas. **NOTE:** When a lower-level course transferred in is used to substitute an UNT Dallas advanced course, the lower-level course will not satisfy the requirement for advanced hours, only the major requirement.
4. The “NOTE” is important to consider as UNTD considers issues of alignment with the community colleges for Field of Study (FOS).

*Definition: Field of Study - A Field of Study (FOS) is a selection of lower-division courses that are guaranteed by state law to transfer and apply to an applicable degree program. If a student takes all the courses in a FOS and then transfers to another Texas public institution of higher education, the FOS is guaranteed to transfer as a block and be applied to the appropriate major. If a student has completed the FOS, the Texas core curriculum, and any university or college courses required of all students regardless of major, then the student is finished with all the lower-division courses for the degree program at any Texas public institution. If a student transfers with an incomplete FOS, then each completed FOS course is guaranteed to transfer and apply to the degree program, although the institution may require additional lower-division courses. Please see the THECB website for more information:*

<https://www.highered.texas.gov/institutional-resources-programs/public-universities-health-related-institutions/transfer-resources/texas-transfer-framework/>

5. All undergraduate programs must incorporate 42 hours of the Texas Core Curriculum.

See Texas Core Curriculum section in this document for more clarification on how this impacts the programs of study.

6. Students must have a major of at least 24 credit hours. At least 12 hours of advanced work (3000- & 4000-level courses) must be earned at UNT Dallas. Completion of a minor or certificate is optional unless specified as a requirement to complete a major.

More information related to programs of study (i.e., majors, minors, and certificates) in designated sections of this document.

### General University Requirements for Graduate Programs of Study

Graduate programs are required to have a minimum of 30 hours to complete the degree. Students must maintain at least a 3.0 graduate cumulative GPA with no less than grades of C in each course and no more than 3 grades of C throughout the entire graduate level program. Graduate transfer coursework is limited depending on the length of the program of study (see Graduate Catalog – [The Graduate School](#) for more information).

At least one third of the credit hours required for a graduate or a post-baccalaureate professional degree must be earned through UNT Dallas.

Graduate degree programs must be structured (a) to include knowledge of the literature of the discipline and (b) to ensure engagement in research and/or appropriate professional practice and training.

### Accelerated, Combined Undergraduate-Graduate Degree Programs

SACSCOC Principles of Accreditation 9.2 requires that baccalaureate programs are at least 120 semester credit hours in length and post-baccalaureate programs at least 30 semester credit hours in length. It further specifies that institutions offering combined programs in which fewer credits are required must be justified ([Resource Manual for the Principles of Accreditation, SACSCOC, Third Edition published 2020](#)). Texas Education Code 61.0515 also specifies a minimum of 120 hours for a baccalaureate degree, and the THECB provides guidance for graduate degrees to include at least 30 credit hours.

As a result, combined undergraduate and graduate programs still need to meet the number of program credit hours for an undergraduate and graduate level degrees respectively for a total of 150 hours. If there is an overlap or double-dipping of courses between the two programs and academic levels, graduate courses can substitute for undergraduate courses and program hours, but undergraduate courses cannot substitute and count for graduate courses and program hours. Careful mapping of the courses needed for each level of the program with special consideration of the double-dipping of courses is required and detailed justification for fewer hours would need to be made. Program Coordinators at the different degree levels must work together to create such a map to ensure requirements are met for each level.

Program Coordinators at each level also need to be willing to work with the students in their part of the program to ensure appropriate recruiting, advising, and monitoring are implemented to support students seamlessly from one program level to the next. SACSCOC Principle 9.2 indicates that combined programs are meant for exceptional students who are ready for this advanced work. At UNT Dallas, students in a combined program must be conditionally admitted to the graduate school before taking graduate level courses, which will require that there is appropriate monitoring at the undergraduate level to ensure that students can meet at minimum cumulative GPA requirements set, but also potentially certain skills such as writing, information literacy, and research skills, depending on the discipline and program learning outcomes.

See the section on “Accelerated Pathways” in this guide for more institutional policy information.

### Texas Core Curriculum (TCC)

The Texas Core Curriculum applies to all undergraduate major programs.

	Foundational Component Area	Hrs.
010	Communication	6
020	Mathematics	3
030	Life & Physical Sciences	6
040	Language, Philosophy, & Culture	3
050	Creative Arts	3
060	American History	6
070	Government & Political Science	6
080	Social & Behavioral Science	3
090	Component Area Option	6
	<b>Total</b>	<b>42</b>

For more information on the Core Objectives to be built-in and assessed for each Foundational Component Area (FCA), refer to the Elements of the Texas Core Curriculum at

<http://www.theccb.state.tx.us/reports/PDF/10751.PDF?CFID=100769206&CFTOKEN=83472723>

To see what courses UNT Dallas offers for each of the FCAs, see the University Core Curriculum section of the [Undergraduate Catalog](#) or the Texas General Education Core Curriculum WebCenter at

<http://www.theccb.state.tx.us/apps/tcc/> using UNT Dallas in the search.



UNT Dallas Core Curriculum website: <https://www.untdallas.edu/provost/academic-affairs/core-curriculum.php>

All students graduating from a Texas public institution must complete the designated 42 hours to prepare them for their careers, communities, and life. For the Component Area Options (090), one-, two-, and three-credit courses can be proposed if they can meet the core objectives of the foundational component areas put forth by the THECB. If proposing a one- or two-credit course, it is important to consider what options the campus may offer to complete the three-hour requirement. Here are some important factors to know related to the TCC:

1. Each institution has designated courses that complete the foundational component areas (FCA).
2. The FCA codes (e.g., 010 for Communication and 060 for American History) are placed on transcripts in the event of transfer to another institution.
3. In the event of transfer, the institution must accept the courses with FCA codes into their core curriculum as the TCC is completely transferrable from one public institution to another.

**Implication:** When UNT Dallas designs its programs of study, departments can place major courses in the core curriculum, but those courses are only “recommendations.” If students have already met the FCA with a course from another institution, the University cannot make students retake that course.

**Therefore, if a course is required to be successful in and complete the major, that course must be listed as a major requirement for it to be required for degree completion.**

The Undergraduate Catalog does make recommendations for core courses specific to the different degree plans to make degree completion more efficient for students. Students and advisors should consult the Catalog.

### Academic Career and Degree Types

UNT Dallas offers programs of study in the undergraduate and graduate academic careers. UNTD offers the following degree types at each respective academic career:

#### Undergraduate Degree Types

- Bachelor of Arts (BA)
- Bachelor of Business Administration (BBA)
- Bachelor of Science (BS)
- Bachelor of Applied Arts and Sciences (BAAS)
- Bachelor of Applied Science (BAS)

#### Graduate Degree Types

- Master of Business Administration (MBA)
- Master of Arts (MA)
- Master of Education (MEd)
- Master of Science (MS)
- Juris Doctorate (JD)

To offer new degree types within an academic career, UNTD may require external approval (i.e., SACSCOC or THECB) as well as campus curricular review. Consult with the Executive Director of Strategy

& Effectiveness to determine additional approvals and applications that may need to be completed before a new degree program can be added to the Catalog.

BA versus BS versus BBA versus BAAS versus BAS

<b>BA degrees tend to...</b>	<b>BS degrees tend to...</b>	<b>BBA degrees tend to...</b>	<b>UNTD Dallas BAAS degree tend to...</b>	<b>UNTD BAS degree tend to....</b>
Offer a breadth in major exploration	Provide more depth in the major specific courses	Require a general business core curriculum to meet professional accreditation standards	Allow workforce education credits in the Occupational Specialization toward the completion of the degree	Allow workforce education credits in the Occupational Specialization toward the completion of the degree
Less prescribed curriculum – fewer required major courses and more major electives	More prescribed curriculum – more specified required major courses		Offers flexible concentrations based on student interests and course application to the degree plan	Courses in the Occupational Specialization are highly technical, career-focused courses
Fewer 3000- & 4000-level courses required for the major	More 3000- & 4000-level courses required for the major			Courses offered at UNTD support the technical occupation closely at college-level credit with highly tailored curriculum
More options for humanities, foreign language, and social sciences built in the major or electives	More life science, math, and physical science prescribed in the major			
Focus more on writing and communication objectives	Focus more on research and specialized experiences			
Could require a minor to add breadth of knowledge	Require more major-based courses to add depth to the major			
	Focused more on pre-professional programs			

**Implication:** New academic programs or changes to an existing program that include a change in the degree type will require rationale in the “Justification” segment of the Program Request form for the designation of a BA, BS, or BBA degree.

## Programs of Study

### Majors

**A major must include a minimum of 24 credit hours with at least 12 hours of advanced (3000-& 4000-level coursework) earned at UNT Dallas.** Each major lists the courses required for completion in the Undergraduate Catalog.

1. New majors and changes to majors can only come into effect at the beginning of an academic year to coincide with the publication of a new catalog.
2. New majors may require external approval from SACSCOC, THECB, or other professional accreditation agencies. Consult with the Executive Director of Strategy & Effectiveness to determine additional approvals and applications that may need to be completed before a new degree program can be added to the Catalog.
3. Students are placed into the major program based on the academic catalog in which they enter UNT Dallas. However, if they entered a Texas community college prior to attending UNT Dallas, they can elect to follow an academic catalog in which they first entered the community college.
4. Students can also move forward in catalogs to take advantage of changes in the degree program.

**Implication:** Changes to existing programs must provide rationale in the “Justifications” section for how students from previous catalog years will be able to complete their degree without taking additional courses to graduate (i.e., a teach out plan). Students can elect to move to a newer catalog for degree requirements, but they cannot be forced to move. If elements of a major are eliminated in a future catalog, a plan for dealing with students on previous catalogs must be developed and presented.

Majors can have major GPA requirements for graduation that would be calculated with the grades from the courses listed in the major. While the University General Requirement is a 2.00 major GPA for undergraduate and 3.00 for graduate students, higher levels can be set with rationale provided in the “Justifications” section of the Request Form.

Currently, UNT Dallas does not have policy that prevents the “double-dipping” of courses in the major and core, between a major and minor, or major and certificate, so if particular program combinations should not be allowed, that would have to be explained with rationale in the “Justifications” section of the Request Form and clearly specified in the Catalog. Future policy discussions are coming soon related to this issue. The only restriction is that we do not allow students to major – minor – or earn a certificate in the same discipline, (e.g., students cannot major and minor in Biology at the same time) in a sense preventing double-dipping in those extreme cases. See [Catalog General Degree Requirements](#) for policy information.

When creating a new academic major or making a change to an existing program, the department must complete a [Catalog Degree Requirements Worksheet](#) (graduate or undergraduate version as appropriate) to lay out the major requirements and other key elements/requirements of the degree for publication in the next academic catalog and programming of the official degree audit by the Registrar’s Office. While the form has been developed with some guiding questions and tables, it is a Microsoft Word document so further explanation can be included under the tables or the tables can be manipulated for better explanation. If there is specific text for clarification that should be presented in the catalog, it is important to include that here.

In addition, a [Recommended Course Sequence](#) for new major and stand-alone certificates must be created, posted on the UNT Dallas website (not the catalog), and reported to the [THECB in accordance with Texas Education Code Section 51.96852](#) for addition their state-wide database searchable by students and parent across the state. These plans share with students the ideal sequence to take courses to complete a degree or certificate in a timely manner.

The following sections help explain the possible elements of a major program of study.

### *Major Requirements*

Major Requirements are the foundational courses that all students in that major must take. At UNT Dallas, major requirements range from the most flexible BAAS degree of 9 hours to the more prescriptive Information Technology BA with 58 credit hours, with the average of about 27 prescribed credit hours. Often these courses include introductory courses, research methods, and capstone courses. All courses should be listed. If there are commonly accepted substitutions for courses in the core (e.g., a department may accept MATH 1680 Statistics for a quantitative course offered in the discipline), list those courses as well in an “OR” statement so that those can be programmed in the degree audit and not require course substitutions paperwork.

### *Major Concentrations*

Major Concentrations are courses grouped on basic themes that are important to the study of the discipline. Some major departments want to ensure that students have a breadth of knowledge in several concentrations (e.g., Political Science and Public Health), while others want to offer students the opportunity for specializations for depth into particular topics (e.g., Communication & Digital Media). Lists of courses must be included for each concentration area along with a descriptive name for the concentration. When considering the use of concentrations in a degree plan, it is important to consider the impact on a timely graduation and how transfer students could be impacted by requirements for a concentration.

### *Major Tracks*

Major tracks are professional directions that a major may allow students to follow. In essence, students in a cohort would diverge at that point in a program in which the professional content diverges. For example, the Human Services Management and Leadership major provides two professional pathways – one as an administrator and one as a practitioner – in their degree plan. The Education plan for EC-6 provides three pathways – ESL, Bilingual, and Special Education – that will assist students meet Texas Education Agency certification requirements for those professional credentials. All the courses must be listed for each track. Additional information about when a student may need to have selected a track or need to “apply” for a track is also helpful. When considering the use of tracks in a degree plan, it is important to consider the impact on a timely graduation and how transfer students could be impacted by requirements for a track.

### *Major Electives*

In some cases, departments allow students to sample any courses they want from the major to explore the major or focus on their own interests. Major electives can be listed such as “any COMM course” or “CJUS 3000 or 4000 - Advanced Criminal Justice course” or “3000 or 4000 - Any Advanced Business Elective.” Major electives could also be offered a list that students could select a certain number from the list.

### *Supporting Courses*

Some departments require students to take courses outside of their major that are considered critical to the success of students and graduates in that major. These courses can also be thought of as “required related” courses. For instance, Biology lists courses in Chemistry and Physics that support students’ study in Biology and preparation for health professions; and Criminal Justice has built in courses to ensure that students can communicate effectively upon graduation. Supporting courses are considered a part of the major and should be considered in the total hours needed for the major and graduation.

### *General Electives*

Electives are the remaining credit hours a student needs to take to complete the overall requirement of 120 credit hours. Typically, students can take - any course - from any department - at any level - as long as they meet the prerequisites (unless the course is restricted to majors only).

Sometimes, a department will recommend some elective courses as it might help students complete an external certification like in the Child and Family Development Studies major. Also, it should not be assumed that prerequisites for courses in the major can be delegated to “electives” and unimportant for consideration. Students who have transferred to UNTD may come in with an excess of courses already taken or may choose to use course “space” for a minor or certificate. All prerequisites for a major should be included in the major requirements and not simply delegated to meeting an elective.

### *Minors*

A minor requires a minimum of 18 credit hours with a minimum of six advanced level (3000 & 4000 level) credit hours. Students must meet all the necessary prerequisites, so those courses should also be considered in the list of courses needed to graduate with a minor. A minor must be taken with a major program of study. Some major and minor combinations can be restricted with approval in the curricular review process. For instance, a student cannot major in Biology and minor in Biology as well. However, working on a General Business program of study does not exclude a student from taking a minor in a business-related program of study.

While the University General Requirement is a 2.00 GPA for undergraduate and 3.00 GPA for graduate students, a higher minor GPA can be set with rationale provided in the “Justifications” section of the Request Form.

### *Certificates*

A certificate is usually characterized as a group of courses that have a focus on occupational, professional, or special interests that have a much narrower focus than a major or minor. Undergraduate academic certificates require a minimum of 12 credit hours, all earned at UNT Dallas, with all courses being from the 3000- & 4000-level. Certificates are formal awards of the individual schools with all coursework maintained by the University in the student transcript. A certificate must be taken with a major program of study, unless otherwise noted as a stand-alone certificate in the catalog. Stand-alone certificates require a specialized admission process as they are admitted as non-degree seeking students. Financial aid is **not** awarded for stand-alone certificates. Certificate programs must have all prerequisites built into the defined certificate coursework.

While the University General Requirement is a 2.00 GPA for undergraduate students, a higher certificate GPA can be set with rationale provided in the “Justifications” section of the Request Form.

## Changes to Existing Programs

Changes to an existing program can trigger the need for additional external approvals from accreditors and governing bodies even though it may be an established program. Here are some examples:

- Offering a certain percentage of courses at another location other than the main campus
- Changing a certain percentage of the courses in a program to online, hybrid or hyflex
- Discontinuing a program at a specific location or method of delivery
- Discontinuing a program (Note: changing a program from one degree type (e.g., change from a BA to a BS degree) to a different degree type is in essence discontinuing a program and adding a new one.

Consulting with the Executive Director of Strategy & Effectiveness can provide useful information related to these issues and the impact on an implementation timeline.

## Accelerated Pathways

### *Purpose and Scope*

Commonly referred to as “five-year” programs, “4 + 1” programs, “early-admission pathways”, or combined “bachelor’s/master’s” programs, the purpose of such programs is multifaceted, with several benefits for students, programs, and the institution; they are not distinct or different kinds of degree programs or merely the expediency in the completion of a certain number of graduate and undergraduate credits. The requirements for both degrees remain unchanged; what does change is the timing of the admission process and how the coursework is organized. The combining of the degrees provides a reduced time-to-completion (compared to completing the degrees sequentially); and it proves to be more cost-effective and gives the student an opportunity to enter the workforce sooner with a competitive advantage. Accelerated master’s pathways encourage the retention of our best and brightest students as it offers a head start on a graduate degree and provides early exposure to the expectations of graduate-level coursework. Therefore, after considering programs under development and examining best practices at other institutions, the Graduate School seeks to create a set of standards and guidelines that will streamline the process for developing and reviewing of proposals for accelerated master’s pathways and a nomenclature that will create the foundation of master’s accelerated pathways.

### *Definitions*

**Master’s Accelerated Pathway (MAP)** is a clearly defined curriculum that fosters the synergism of an existing undergraduate and master’s degree program, offered by the same or by a different department/school, at no loss of integrity or quality to either degree. It does so by allowing exceptional students to double-count (share) a specified number of credit hours towards both degrees. The “pathway” refers to the synergism of the related undergraduate and graduate degree programs that allow for a seamless transition from bachelor’s to master’s degree study; and “accelerated” refers more specifically to the faster, less costly way the bachelor’s and master’s degree can be completed because of the double-counting of credit.

**Double count(ing)**, as it relates to undergraduates taking graduate-level courses, refers to the practice of allowing earned semester credit hours to satisfy the requirements for both the bachelor’s and the master’s degree requirements. Double counted credits should not be taken until students are officially admitted to the accelerated pathway program.

**Student ability** (exceptional students) refers to the justification that only students who have demonstrated exceptional academic achievement are admitted to one of the approved master's accelerated pathways.

**Unique credit hour** is a semester credit hour course that can only be counted by either the bachelor's or the master's degree program for students enrolled in an accelerated pathway program; the credit hours can only be used and calculated into the GPA by one or the other program. Per SACSCOC, the bachelor's degree needs to have 120 unique credit hours and the master's needs to have a minimum of 30; limited exceptions are allowed with strong justification illustrating the integrity/rigor of the programs will not be sacrificed.

#### *Accelerated Degree Pathway Policy*

The foundation of an accelerated master's degree pathway is an approved master's degree. Accelerated master's degrees are considered an alternative path to the existing credential (e.g., the MS), not its own credential. Proposals for accelerated programs will be treated as a form of program revision. The degree requirements are not different for students pursuing the accelerated option; the only variation is in the timing of the admissions process and in how coursework is organized. A department/school with an existing master's degree can propose an accelerated program option consistent with the regular University curriculum approval process and must be consistent with Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) standards. This policy establishes a set of standards and guidelines for accelerated master's degree pathway programs that will provide clarity and consistency, maintain high academic standards, and provide flexibility to departments wishing to put this kind of program in place. The guidelines will also establish a streamlined process for developing, reviewing, and approving proposals. This policy should allow departments/schools, students, and the institution to operate with a common set of expectations.

Master's Accelerated Pathway (MAP) will be used to classify all approved accelerated master's pathways as the consistency in language will help with recognition and marketing, eliminate confusion, and keep at the forefront that it is as it states, a "pathway" and not a distinct degree program.

**Grading Policy for MAPs:** Grades earned in graduate-level courses while officially registered as an undergraduate student will count towards the student's cumulative undergraduate GPA. Credits earned in graduate level courses will be posted according to the established UNT Dallas Registrar's Office procedures to the undergraduate transcript. Once a student fully completes all bachelor's degree requirements and is fully admitted to the master's degree program, the credits from the pathway courses will be transferred officially as Pass/Fail credits to the student's graduate transcript. Graduate courses taken as an undergraduate for undergraduate credit will not be factored into the cumulative graduate GPA.

#### *Standards and Guidelines for Accelerated Pathway Programs*

For all standards and guidelines listed below: The Dean of the Graduate School will consider appeals and review standards regarding Graduate School or University requirements and will confer with school deans as appropriate for issues that cross undergraduate/graduate or school lines of authority.

### **1. Creating/Developing a New Master's Accelerated Program (MAP)**

Departments and schools wishing to create a formal Master's Accelerated Pathway (MAP) program must submit a proposal which requires the initial approval of the department, the school curriculum committee, and the School Dean(s) upon submission. Upon further review and recommendation by the University Curriculum Committee and the Graduate Council, the proposal will be submitted by the Dean of the Graduate School to the Academic Council for consideration and final decision. The same process will apply to proposals to change or discontinue an already approved accelerated pathway program. If a department does not have an existing master's degree, then one must be created through the normal program approval process. If a department wishes to propose changes to an existing master's degree in conjunction with consideration of an accelerated option, then a separate program revision proposal must be submitted.

The following **standards** cover the creation of a MAP and must be met for consideration of proposal approval:

- No more than 9 credits may be proposed for double counting.
- Students must complete a minimum of 147 unique total credits.
- Only 5xxx-level courses may be proposed for double counting. Courses should be specified to the extent possible.
- Courses must be currently and regularly offered, must be graded A-F, and cannot be independent study/research courses, special topics courses, or internships/practica.
- Double counting of credits must be limited to students in their final undergraduate year.
- Programs must ensure that the rigor of both degree programs and overall student learning experience will be maintained if duplication of credit exists.

**Proposal application:** Participation in the MAP is completely voluntary. To be considered, each accelerated pathway proposal must minimally address each of the identified standards listed above as it responds to the related questions found on the attached Master's Accelerated Pathway (MAP) Application Template.

In the undergraduate status, departments/programs will manage how they identify and recruit strong candidates based on criteria established by the department/program; manage curriculum changes and be responsible for monitoring the progress of the students within their program, including procedures involving circumstances related to satisfactory academic progress. In the graduate status, the Graduate School is responsible for monitoring academic standing and the procedures involving situations of satisfactory academic progress.

After all approvals for a MAP, the MAP will appear in the next academic catalog if it is approved by January 1st.

Approved MAPs are entered in PeopleSoft as sub-plans of the undergraduate program and affiliated master's program. The accelerated concentration code will be common across departments/schools and will make gathering data simpler.

## 2. Student Eligibility

- Student must be a currently enrolled UNT Dallas undergraduate.



- Students must have completed at least 75 - 90 undergraduate hours directly related to their degree, although it is expected that 90 hours of undergraduate course work will have been earned by the time the first graduate course is taken.
- Students may not apply after they have completed 90+ undergraduate hours directly related to their degree, though they may still apply directly to the Graduate School.

### **3. Student Application & Admission**

- A completed “Application for Admission to the Master’s Accelerated Pathway” (including but not necessarily limited to student status, statement of motivation and career objectives, student’s experience and qualifications as reflected in a resume, and/or letters of reference).
- Cumulative GPA of 3.25 or better in all undergraduate work, including undergraduate credits earned at other institutions and transferred to UNT Dallas.
- Incoming transfer students must have a minimum transfer GPA of 3.25 (pending credit evaluation) and have completed one semester with a minimum of 12 credits in residence at UNT Dallas.
- Admission to a MAP is conditional until the applicant completes the baccalaureate degree and fulfills the Graduate School and graduate program’s requirements for admission. Admission to the master’s degree program is not guaranteed.

### **4. Enrollment and Continuance**

- There will be a universal application for students who wish to pursue the MAP.
- Students are expected to be full-time each semester of the senior year, remain continuously enrolled, and must maintain a minimum cumulative GPA of 3.25 on all hours directly related to their degree.
- Students must earn a grade of B or better in all double-counted, graduate-level courses.
- Students must complete the bachelor’s degree within one academic year of the semester of enrollment in the first graduate-level course.
- Students may not enroll in more than 6 graduate hours per semester in their senior year.
- Total course load for an undergraduate student in any semester that includes a graduate course must not exceed 18 in fall and spring terms and 12 credits in combined summer terms.
- Students must maintain and graduate with the undergraduate GPA as stated in the undergraduate catalog relative to their degree and major.
- Accelerated students remain classified in a continuing undergraduate status until they complete their undergraduate degree requirements and the bachelor’s degree is conferred.
- Transfer students must meet the undergraduate residency requirement of a minimum of 30 credit hours at UNT Dallas. Shared courses at the graduate level are part of the undergraduate residency requirement.

### **5. Financial Information**

- Tuition rate is determined by student status; undergraduate students pay undergraduate tuition rates regardless of whether they are enrolled in undergraduate or graduate courses.
- Students whose bachelor’s degrees have been conferred and who are formally admitted to the master’s degree program are assessed graduate tuition rates and become eligible for scholarships for graduate students.

- Undergraduate students cannot pursue an undergraduate degree and a graduate degree simultaneously. Financial aid eligibility is tied to a student's status as an undergraduate or graduate student.
- First-degree undergraduate students who have completed the FAFSA will be considered for federal, state, and institutional financial aid. Aid may consist of scholarships, grants, work study funds, and subsidized, unsubsidized, and parent loans. Once the undergraduate degree is awarded, students become eligible for graduate financial aid. Graduate financial aid consists primarily of loans (federal unsubsidized and Grad Plus) and a limited number of Graduate School scholarships.
- If students begin their graduate program mid-year or during summer term, financial aid staff will likely need to manually package and/or adjust previously awarded aid. If students begin their graduate program in a fall semester, they will likely be picked up by the system and packaged automatically with the appropriate aid and cost of attendance.

## 6. Withdrawing

- Students may withdraw voluntarily from the accelerated pathway program at any time. Students must submit a written notification to the graduate and undergraduate program coordinator. A copy of the request to withdraw from the program must be sent to the Graduate School by the graduate program coordinator.
- Students who withdraw from the program voluntarily or because they do not meet program requirements will not be awarded graduate credit for double-counted courses. The student must work with the undergraduate advisor and the undergraduate program coordinator to ensure they meet the degree requirements as outlined in their traditional BA, BS, or BBA. Students who wish to pursue a master's degree after withdrawing from or not completing a pathway program may apply as a direct entry through the standard admission process to be admitted to the Graduate School. In addition, courses already taken at the graduate level may not be applied toward undergraduate-level requirements.

## 7. Graduation

- Only graduate-level courses may be counted toward the graduate degree.
- During the final semester of enrollment for the bachelor's degree, students must apply to the Graduate School to formally continue with the accelerated master's program.
- Students may participate in the university-wide commencement ceremonies in the respective semester/year for each degree. Undergraduate and graduate degrees should not be awarded simultaneously.
- Students must complete the bachelor's degree, be admitted to the Graduate School, and be accepted by the degree program before unconditionally entering the master's degree program. Upon bachelor's conferral, the student will be granted graduate status.
- If the student completed the bachelor's degree with a cumulative GPA of less than 3.25, the student cannot double-count credit hours and is terminated from the program.
- MAP students are expected to enroll in the term following completion of their bachelor's degree unless approved for a leave of absence. If the MAP student does not enroll in courses, or take a leave of absence, they will be required to reapply for consideration as a direct entry master's student should they wish to enroll. The credits taken as a MAP undergraduate student will not

count toward their master's degree. If the credit is for a required course, the program may use their discretion in waiving the requirement but not the credit.

- Matriculated graduate students who discontinue their graduate studies for more than one academic year may not double-count courses if they return to their graduate studies later.

### Courses

It is important that the forms submitted for the curricular review process reflect accurate information. The information on the form is what the faculty in the curricular review process are reviewing and approving ultimately. Also, while a syllabus and other supporting materials may be attached for the committees to review content and rigor, the Registrar's Office will rely on the information shared on the request form to enter the student information system and published catalogs. Information not submitted correctly on the original form will require a new curricular review process to make changes.

### Course Credit Distribution

In a course description, the course credits for a given course is designated, e.g., typically 3 or 4 course credits. A further breakdown of how credit is distributed is represented by a distribution of the credit, e.g. (3, 0, 0). The first number represents the credit designated by lecture, followed by lab, followed by recitation. For instance, a 4-hour course representing both the lecture and lab in one course would be distributed as (3,1,0) – three credits toward lecture and one credit toward lab. **It is important to note that the lab credit does not represent the hours of contact that are often associated with lecture credit.** You can have a lab that meets 2 or 3 hours a week depending on the need of the course, and it can still represent 1 course credit of lab with justification.

A recitation is a time that is scheduled and hosted by the faculty member of record and offers additional time with students to discuss difficult concepts and work through applied problems to better solidify the understanding of the course content. Some departments are choosing to attach recitation credit for courses (represented in the last digit). For instance, a 4-hour course with three credits toward lecture and one credit toward recitation would be distributed as (3,0,1).

NOTE: For new courses going forward, the Registrar is implementing a system in which the first number represents the general classification for the course (e.g., 1000 = freshman level; 5000 = graduate level) and the second number represents the number of semester credit hours assigned to the course (e.g., 1300 = a freshman level, 3-sch course; 3100 = a junior level, 1-sch course). Eventually, as time permits, the Registrar's Office will work with departments to gradually move all courses to this numbering system.

### Amount of Course Credit

The amount of course credit awarded is governed by [UNT Dallas Policy 6.025 – Evaluating, Awarding, and Accepting Credit](#). A credit hour, in essence, represents one clock hour of instruction and a minimum of two hours of out of class student work. Overall, faculty determine the amount of work represented for other activities such as laboratory time, studios, clinicals and field work during the curriculum review process based on the learning outcomes.

Based on national university trends, the Department of Education provides guidance for the consideration of contact time. One credit hour of laboratory credit represents 1-2 hours of lab work and 2 hours of student work outside of class per week. One credit hour for studios, clinicals, and field work tends to translate to 3-4 practice hours per week or 45-60 contact hours over the semester.

*Level of Academic Credit*

In an extensive program of study such as a major, courses should build off one another to help students move successfully from lower level to more advanced coursework and acquire the knowledge and skills commensurate with that degree program.

In determining the level of academic credit for a course, faculty can consider some of these issues:

Level	Description	Course Number	Description
Lower-Level Undergraduate Credit (1000 and 2000 level courses)	Courses that focus on foundational theories, concepts, perspectives, principles, and methods. Equips students with the general education and knowledge needed to be successful in advanced courses. Focus on breadth and lower-level cognitive activities in Bloom's taxonomy.  Freshman and sophomore level courses.	1000 level	Introductory; no prerequisites other than college readiness; general education courses; survey courses; May teach basic terminology and concepts of a discipline
		2000 level	Survey courses for particular areas and disciplines. May have 1000 level prerequisites. Builds on the knowledge and skills from 1000 level courses
Advanced Undergraduate Credit (3000 and 4000 level courses)	More specialized courses in particular disciplines focusing on analytical thinking and theoretical application academic activity. Focus on depth and higher order cognitive activities in Bloom's taxonomy.  Junior and senior level courses.	3000 level	More in-depth study in a discipline; May have prerequisites from lower-level courses. Focus on problem-solving, analytical thinking, and synthesizing work from various sources.
		4000 level	Substantial work at the 3000-level completed. Seminars, honors courses, practicum, and course experiences requiring a high level of independent work.

<p>Master’s Level Graduate Credit (5000 and 6000 level courses)</p>	<p>More rigorous compared to undergraduate courses, expecting a high level of critical thinking and academic skills such as writing, reading, researching and synthesis.</p>	<p>5000 and 6000 level</p>	<p>High level of integration of information into frameworks of knowledge. More focus on high level professional and disciplinary competencies.</p>
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*New Course Requests*

New Course Request forms are completed when faculty want to offer a course that has not been taught on campus. While UNTD inherited some courses from UNT Denton, a course from that list that has never been taught on the Dallas campus must still go through the curricular review process to be added to the UNT Dallas Course Listing and degree plans.

NOTE: If new courses are going to be offered as a part of a New Program or a Change in an Existing Program, the Course Request forms and supporting documentation must be included with the program forms and supporting materials to review program coherence and official degree audit programming.

New courses that are intended to fulfill specific requirements in the program of study, like a major requirement, concentration area, or track, should include this information in the “Justification” so that the degree plan can reflect this intent.

*Changes to an Existing Course Requests*

Changes to an existing course are completed when an existing course needs adjustment to better fit the needs of the curriculum and students. For instance, minor changes to a course title or description or in the prerequisites/corequisites/rules, credit hours, or even in prefix (in instances in which new programs may be coming online) should be considered under this form.

*New Course versus Change in Existing Course Requests*

When there is curriculum realignment occurring, it is sometimes difficult to determine if a New Course (and remove the existing course) or simply a Change in Existing Course Request form should be completed. The guiding principle really rests in this question, “is the course description and content going to change significantly?” As an institution, UNTD transcripts the courses taken by students not only to track our graduation requirements, but also to communicate to external institutions what students have taken and learned. If it is important to signal to students that they will be learning something new and different in a course, then a New Course Request is required and a request to remove the old course is required as well after the teach out plan has been developed and implemented.

*Removal of Unused Courses from the Course Listing*

It is important to remove courses that are not being used regularly in the curriculum. According to Registrar policy, once a course is removed from the Course Listing, that course prefix and number cannot be used for up to 8 years before new content can be attached to it. Therefore, it is important to remove unused courses to give them time to “reset” before reuse. For a new program that may not be

a concern, but as time goes on and departments evolve, this is an important practice so that a prefix does not run out of preferred and viable course numbers.

### *Special Topics Courses*

New courses that faculty want to “try out” can be offered under a special topics course number (2900, 2910, 4900, and 4910) on a temporary basis. If the course is going to be offered more regularly (more than two times) then it needs to have a permanent course number (and appropriate curricular review) so that it can be programmed into the official degree audit. **Special topics courses cannot be programmed to meet specific degree requirements in the official degree audit, except for major electives, so faculty must apply for a permanent number to avoid excessive course substitutions and to effectively track progress to graduation with the degree audit system.**

### *Cross-listing Courses*

Cross-listed courses are in essence saying that these courses are the exact same course content (i.e., equivalents) regardless of the course prefix. Courses that are to be cross-listed with another department also need to indicate that information in New Course and Course Change Requests for curricular review including support from the other department. If the other department for the cross-list is from a different school, their School Curriculum Committee will also have to review and approve for the cross-listed course to be added to the Course Listing as well.

## Distance Education

As of December 1, 2023, the THECB will adhere to the following definitions related to distance education.

# Distance Education

Effective December 1, 2023

**Distance Education**--The formal educational process that occurs when students and instructors are in separate physical locations for the majority (more than 50 percent) of instruction.

**Distance Education Course**--A course in which a majority (more than 50 percent) of the instruction occurs when the student(s) and instructor(s) are in separate physical locations. The definition of distance education course does not include courses with 50 percent or less instruction when the student(s) and instructor(s) are in separate physical locations. Two categories of distance education courses are defined:

**100-Percent Online Course**--A distance education course in which 100 percent of instructional activity takes place when the student(s) and instructor(s) are in separate physical locations. Requirements for on-campus or in-person orientation, testing, academic support services, internships/fieldwork, or other non-instructional activities do not exclude a course from this category.

**Hybrid Course**--A distance education course in which more than 50 percent but less than 100 percent of instructional activity takes place when the student(s) and instructor(s) are in separate physical locations.

**Distance Education Degree or Certificate Program**--A program in which a student may complete a majority (more than 50 percent) of the credit hours required for the program through distance education courses. The definition of a Distance Education Degree or Certificate Program does not include programs in which 50 percent or less of the required credit hours are offered through distance education. Two categories of distance education programs are defined:

**100-Percent Online Program**--A degree program in which students complete 100 percent of the credit hours required for the program through 100-Percent Online Courses. Requirements for on-campus or in-person orientation, testing, academic support services, internships/fieldwork, or other non-instructional activities do not exclude a program from this category.

**Hybrid Program**--A degree program in which students complete 50 percent or more and less than 100 percent of the credit hours required for the program through Distance Education Courses.

As departments consider new courses and programs or changes in modality for courses and programs, this nomenclature and definitions should be utilized. Both the Changes to Existing Programs and Courses forms provide options to change the modality and should be sent through the curriculum review process. These curricular changes should be fully explained and justified in the documentation provided.

These definitions point to a need to look at a program as a distance education program – i.e., Hybrid or 100-percent Online program or a face-to-face program (less than 50% distance education courses). It is critical for the campus to be clear in our advertising of programs how students can complete their program courses and offer them the opportunity to complete the program as advertised. The THECB now requires programs to provide a teach-out plan if a given modality for the program is no longer going to be offered. A program needs to have clear boundaries such as a face-to-face, hybrid, or 100-percent online. More than one program modality can be offered at any one time, but the appropriate modality of courses must be offered to support both program modalities. For instance, if a department offers a face-to-face modality and an online modality for a program, the department will need to be sure to offer both face-to-face and online versions of the courses.

## Curriculum Review Forms and Tools

### Classification of Instructional Programs (CIP) Codes

CIP codes provide a classification scheme that allows for easier state and national tracking and reporting. Programs of study and courses can be assigned CIP codes, which can have various impacts. For instance, CIP codes can impact the type of funding eligibility for a course; whether a program could be included in a STEM grant; and whether a program falls under the THECB Field of Study requirements, thus, it is an important consideration.

The National Center for Education Statistics provides the most accurate and up to date information related to CIP codes at <https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=56>.

When selecting a CIP code for a program, a full 6-digit code needs to be selected to best fit the objectives of that type of program. Two-digit CIP coding is not specific enough for classifying and reporting programs.

### Texas Common Course Numbering Systems (TCCNS) & the Academic Course Guide Manual (ACGM)

The Texas Common Course Numbering System (TCCNS) is a voluntary, co-operative effort among 137 Texas community colleges and universities to facilitate transfer of freshman and sophomore level general academic coursework. TCCNS provides a shared, uniform set of course designations for students and their advisors to use in determining both course equivalency and degree applicability of transfer credit on a statewide basis. When students transfer between two participating TCCNS institutions, a course taken at the sending institution transfers as the course carrying the same TCCNS designation at the receiving institution. **It is beneficial for the institution to align UNT Dallas courses with TCCNS code to attract transfer students and make the transfer process more transparent.** It can also support efforts to align with the Field of Study requirements for certain major programs of study.

The Academic Course Guide Manual provides a general course description, credit recommendations, and student learning outcomes for common transferable courses at the 1000 and 2000 level. Proposals

for courses to have a TCCN will need to submit a course syllabus, student learning outcomes and course outline for the course to be approved by the THECB. Contact the Director of University Accreditation and Policy for assistance with this alignment process.

### Tips for Completing the Forms

For all the forms, be sure to check and double-check that information on the form is accurate and aligns with supplementary documentation. The Registrar's Office will rely mostly on what is provided on the request form for the catalog and official degree audit programming.

All the forms also ask for verification that consultation was completed with other departments. Given the size of UNT Dallas and, in some cases, the dependency of programs on course offerings in other areas, departments must consult with each other when there are obvious points of convergence. Be diligent about reaching out to other Program Coordinators and Deans to discuss the impact of curriculum additions and changes. Provide documentation of support and agreed upon items between departments so that committees do not have to send the request back for clarification or additional documentation.

### Declaration of Intent to Propose a New Academic Program

The purpose of this form is to allow departments to share the intent to offer a new program and allow members of the Office of the Provost staff to share information related to the process for internal and external review and a timeline for possible catalog launch of the program. Faculty can submit this intent at any time, but it is recommended for submission no later than May 15th prior to the academic year that the proposal will go through curriculum review. Failure to submit this form by May 15<sup>th</sup> could result in delays in implementation of a new program.

Launching a new academic program is an important endeavor for the institution. The answers to the questions in this form may drive requirements for reporting and/or approvals for external review so accuracy is imperative for the best counsel and guidance through the process.

### New Academic Program Request Form

- **Read and follow any directions in red on the forms as it may guide an answer to the question.**
- Remember that reviewers and the staff downstream who will document and implement this request do not read minds. Present the program intents thoroughly such that students and academic advisors would clearly understand all the requirements to complete the program. Keep in mind that we cannot hold students to requirements that are not published in the catalog.
- Effective catalog year will be driven by the counsel received by the Office of the Provost from the Declaration of Intent to Propose a New Academic Program. Failure to engage in this step could result in a delay in the program launch.
- If the Originator is resubmitting a request after feedback, be sure to mark the level that provided the feedback to help expedite the approval of the request through the workflow.
- Select an appropriate CIP Code as it can be important for various reasons (see Curriculum Review Forms and Tools > CIP Codes). Understanding the full course offerings related to the program will be important in capturing the nuances of differences between programs represented by the codes classification system.



- **The Catalog Degree Requirements form (undergraduate or graduate form as appropriate) must be completed and attached to the request form.** The Registrar's Office will rely heavily on that form to edit the catalog and program the official degree audit.
- Any new courses that need to be created to support this new program must be created at the same time as the new program request. Those courses will need to be listed and copies of the request forms attached in an upload. If there is more than one new course, the originator will have to combine the PDF files into one for uploading.
- If the program has curriculum embedded that allows a student to be eligible for some sort of licensure or state-certification, include information about that on the Catalog Degree Requirements Worksheet so that information can be shared with students in the catalog.
- Do some research. It is important to know what other public institutions who have similar major degree programs within 50 miles are doing with their curriculum. Consider if the program being proposed has a significant departure in approach or emphasis in learning outcomes from what others are offering and emphasize those aspects in the request. Programs that are like others in the area run the risk of being rejected by the THECB.
- The Justification sections have been broken up into discrete questions. These are questions that the accreditors ask institutions to certify or include in documentation to them depending on the nature of the new program. Complete these sections with that in mind as it will make the development of additional documentation much easier, as well as inform members of the peer review process. Failure to answer all the questions listed on the form will result in a rejection of the request.
- When completing the Justification, review the items that the different committees are asked to review (see Roles of Review Committees section) and be sure to provide that information in the Justification or additional supporting documentation.
- Program Learning Outcomes and the evaluation methods will be required for THECB approval so think it through carefully at this early stage. Work with the Executive Director of Strategy & Effectiveness if needed. Careful attention to developing PLO's that are reflected in the course offerings sets the foundation for strong program assessment and allows peer reviewers to better understand the value of the new program.
- Consultation with other faculty and departments on campus should be a standard part of any curricular addition or change. There may be opportunities for collaboration. Courses (i.e., those included, excluded, or even how a course or program is named) could be cause for concern of others in the academic community. In the spirit of collaboration to offer a quality education, think openly and broadly about who to share this request information with to reduce possible questions during the review process.

#### Change of an Existing Academic Program Request

- **Read and follow any directions in red on the forms as it may guide an answer to the question.**
- Remember that reviewers and the staff downstream who will document and implement this request do not read minds. Present the program intents thoroughly such that students and academic advisors would clearly understand all the requirements to complete the program. Keep in mind that we cannot hold students to requirements that are not published in the catalog.

- Effective catalog year will be driven by the counsel received by the Office of the Provost from the Declaration of Intent to Propose a New Academic Program. Failure to engage in this step could result in a delay in the program launch.
- Making changes to a graduate or undergraduate program that may also be involved in an accelerated program does not automatically update the accelerated program plan. A separate Changes Request will need to be submitted to that program for review by both the GC and UCC.
- If the Originator is resubmitting a request after feedback, be sure to mark the level that provided the feedback to help expedite the approval of the request through the workflow.
- Several changes to a program can be proposed in one form, but it will be important that each change is clearly articulated and justified in the Justifications section of the form. Consider an organization with clear headings to explain each change requested to make it easy for committee reviewers.
- Changes Requested
  - Change in degree type – be sure to look at the Level and Degree Types Section of this guide to help provide some ideas for how to justify a change in degree type.
  - Change in name of a subcategory of the program, required courses and concentration courses or electives – be sure to look at the Program of Study – Majors section of this guide.
  - Change in the minimum grade for courses in the program – If students need to have at least a grade of C in all courses listed in the major, then this item should be checked. If students just need to earn a grade of C in a course as a prerequisite for the next course, then use a Change in an Existing Course form.
  - Change in modality – at the point in which 50% of the courses listed in the major are offered online, we need to seek additional approvals from outside entities so those implications must be explored in curricular review.
  - Removing the program – if we do not plan to offer a program any longer curriculum review is required to review a teach out plan.
- **The Catalog Degree Requirements Worksheet (undergraduate or graduate form as appropriate) must be completed and attached to the request form.** The Registrar’s Office will rely heavily on that form to edit the catalog and program the official degree audit.
- When completing the Justification, review the items that the different committees are asked to review (see Roles of Review Committees section) and be sure to provide that information in the Justification or additional supporting documentation.
- Consultation with other faculty and departments on campus should be a standard part of any curricular addition or change. There may be opportunities for collaboration. Courses (i.e., included, excluded, or even how a course or program is named) could be cause for concern of others in the academic community. In the spirit of collaboration to offer a quality education, think openly and broadly about who to share this request information with to reduce possible questions during the review process.

### New Course Request

- **Read and follow any directions in red on the forms as it may guide an answer to the question.**
- Remember that reviewers and the staff downstream who will document and implement this request do not read minds. Present the intents thoroughly such that students and academic

advisors would clearly understand how this course fits into the degree plan and requirements to take the course. Keep in mind that we cannot hold students to requirements that are not published in the catalog.

- A course number must be obtained from the Registrar to provide on the form so that a course request can relate to the course listing. If the intent is to align the course with the TCCNS then ask the Registrar if that number is available for use.
- With new courses going forward, the Registrar is implementing a system in which the first number represents the general classification for the course (e.g., 1000 = freshman level; 5000 = graduate level) and the second number represents the number of semester credit hours assigned to the course (e.g., 1300 = a freshman level, 3-sch course; 3100 = a junior level, 1-sch course).
- For the Breakdown of hours:
  - A science course could be set up as an overall 4-sch course with 3 hours of lecture and 1 hour of lab and 0 hours of recitation. In this case, the pedagogy and grading are such that the lecture and lab are integrated into one grade.
  - The credit hours should not be confused with contact hours. For instance, a lab may earn 1 sch but have 2-3 contact hours of lab each week.
  - Likewise, a science course could be set up as a 3-sch course with 3 hours of lecture and 0-0 for the other breakdowns with a separate lab course of 1-sch course with 0 lecture, 1 lab and 0 recitation. It depends on the pedagogy of the course and level of integration of the lab.
  - A recitation is out of class time that is assigned for smaller groups of students to get together with the faculty member and work on application or discussion of the topics for the week. Currently, Mathematics has implemented this for their Calculus courses. Recitations are also dependent on the pedagogy the department selects for the course.
- A clear course offering rotation needs to be articulated so that students and advisors can make plans for enrollment, possibly several semesters out.
- Short course titles are restricted to 30 characters on the transcript so if a short title is not if meets the limit, the Registrar's Office will develop an abbreviated title.
- Cross-listed courses must be exact equivalents and noted on the form as it requires special course set-up in PeopleSoft. If a cross-listed course is a new course, a New Course Request should be submitted for the cross-listed course as well **if the department crosses into a different school**. Consultation documentation would be expected with a cross-listed course as proof that all parties agree to this offering.
- CIP codes do not have to align exactly with the Program CIP code, but many of the critical major requirements probably should align closely. For instance, the program may have a CIP Code for General Business, but some courses in the program could be assigned a different CIP Code like courses in accounting with an accounting CIP code.
- For those departments who want to align a course with the TCCNS (which is recommended in lower-level courses as a method of supporting our transfer students), they need to refer to the ACGM for course information (see Texas Common Course Numbering Systems [TCCNS] and the Academic Course Guide Manual [ACGM] for more information).

- Most courses cannot be repeated for credit, but some can like topics courses, practicum, or internship courses, etc. It is important to note how many hours a student can accumulate in this course toward a program.
- If the new course is being integrated into a new program or existing program, the appropriate program request form should be also included to see how it aligns.
- If a new course is replacing an old course and students should not take both courses to complete their degree, a note should be made in the course description section that both courses will not apply to a program plan. (FYI...That note does not count toward the recommended limits for a course description.)
- When completing the Justification, review the items that the different committees are asked to review (see Roles of Review Committees section) and be sure to provide that information in the Justification or additional supporting documentation.
- Consultation with other faculty and departments on campus should be a standard part of any curricular addition or change. There may be opportunities for collaboration. Courses included, excluded or even how a course or program is named could be cause for concern for others in the academic community. In the spirit of collaboration to offer a quality education, think openly and broadly about who to share this request information with to reduce possible questions during the review process.
- **There is an inherent relationship between the courses offered and the programs populated with those courses.** When a new course impacts a new or existing program, this request must be included with the program request document so that committees can review the impact of the course on the program. If the new course is now slotted into a major requirement, concentration or track and change in program request should be routed as well. However, if a new course is only offered as a major elective, then a change in program is not required.

#### Change of an Existing Course Request

- **Read and follow any directions in red on the forms as it may guide an answer to the question.**
- Remember that reviewers and the staff downstream who will document and implement this request do not read minds. Present the intents thoroughly such that students and academic advisors would clearly understand how this course fits into the degree plan and requirements to take the course. Keep in mind that we cannot hold students to requirements that are not published in the catalog.
- Several changes to a course can be proposed in one form, but it will be important that each change is clearly articulated and justified in the Justifications section of the form. Consider an organization with clear headings to explain each change requested to make it easy for committee reviewers.
- Changes Requested
  - Changes in Prefix and Course Numbers - they require consultation with the Registrar to help with the assignment of new items.
  - Change in Course Description - Course description information related to the content and outcomes or prerequisites and corequisites for the course need a change request. Information related to the course rotation or other suggestions for students do not require a change request.

- Change in Modality – A course that started as a face-to-face course will require a change request if the intent is to now offer it as an online, hybrid or hyflex course. Likewise, if a course will no longer be offered in a particular modality that also requires a change in modality. This practice serves to alert DLIT of the need for assistance in development and help monitor the need for distance program approvals.
- If a change in course is replacing an old course with a new course (e.g., change in course level) and students should not take both courses to complete their degree, a note should be made in the course description section that both courses will not apply to a program plan. These notes do not count toward the recommended limits for a course description.
- When completing the Justification, review the items that the different committees are asked to review (see Roles of Review Committees section) and be sure to provide that information in the Justification or additional supporting documentation.
- Consultation with other faculty and departments on campus should be a standard part of any curricular addition or change. There may be opportunities for collaboration. Courses included, excluded or even how a course or program is named could be cause for concern for others in the academic community. In the spirit of collaboration to offer a quality education, think openly and broadly about who to share this request information with to reduce possible questions during the review process.
- **There is an inherent relationship between the courses offered and the programs populated with those courses.** If a change in a course, such as Remove Course, Change in Course Level, Change in Semester Credits, impacts a new or existing program, this request must be included with the program request document so that committees can review the impact of the course on the program. If the new course is currently slotted to meet a major requirement, concentration or track a change in program request should be routed as well. However, if a new course only impacts a major elective, then a change in program is not required.

#### Catalog Degree Requirements Worksheet

- **This form must accompany new program and changes to existing program requests for Catalog edits and official degree audit programming.**
- Remember that reviewers and the staff downstream who will document and implement this request do not read minds. Present the intents thoroughly such that students and academic advisors would clearly understand all the requirements to complete the program. Keep in mind that we cannot hold students to requirements that are not published in the catalog.
- Core Curriculum Recommendations can be made but are not required. Also, remember that courses in the core cannot be relied upon to meet major requirements as a student can take any courses in the core that are approved and cannot be required to take the course again if required for the major. If a course is required for the major, it must be listed in the major.
- Some sections of this form may not be populated depending on the layout of the major. It is a Microsoft Word document so that submissions can be tailored to communicate what is needed for the major with some guidance. The Program of Study section on majors will help explain some of the methods for constructing a major.
- Notes can be added above or below the provided tables to help clarify issues that a department may want to have noted in the Catalog.

- If a certain grade (e.g., grade of C or better) is needed for all courses listed in the major then this form can express that requirement, and it will be programmed as a requirement. For instance, Business degrees provide this stipulation. If this type of requirement is not expressly stated in the Catalog, the institution cannot hold students to this as a graduate requirement for the program. If a grade requirement is only needed as a prerequisite for a few courses, then the Existing Course Change Request should be completed for those courses.

#### Marketable Skills Documentation

- Part I of this form must be completed and attached with a New Program request. Parts II and III can be provided after the program has some assessment data to validate the skills. Contact the Assistant Provost for more clarification if needed. For more information related to the purpose of articulating marketable skills as related to our academic credentials, refer to the Texas Higher Education Strategic Plan 2015-2030 at <http://www.thecb.state.tx.us/reports/PDF/9306.PDF?CFID=57485581&CFTOKEN=60423954>

#### Consultation on the Curriculum Review Process

The Assistant Provost is available to consult on ways to approach the curriculum review process to help guide faculty and departments. In addition, the Executive Director of Strategy & Effectiveness can consult when external review is required, and the information needed to complete that process.

#### Helpful Web Links

Catalog Degree Requirements Worksheet -

[https://aa.untDallas.edu/sites/default/files/catalog\\_degree\\_requirements\\_worksheet\\_7-16-2019.pdf](https://aa.untDallas.edu/sites/default/files/catalog_degree_requirements_worksheet_7-16-2019.pdf)

CIP Codes - <https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=56>

Elements of Texas Core Curriculum -

<http://www.thecb.state.tx.us/reports/PDF/10751.PDF?CFID=100769206&CFTOKEN=83472723>

Resource Manual for Principles of Accreditation: Foundations for Quality Enhancement -

<https://sacscoc.org/app/uploads/2019/08/2018-POA-Resource-Manual.pdf>

Texas Common Course Numbering (TCCN) System - <https://www.tccns.org/>

Texas General Education Core Curriculum WebCenter - <http://www.thecb.state.tx.us/apps/tcc/>

Texas Higher Education Strategic Plan 2015-2030 -

<http://www.thecb.state.tx.us/reports/PDF/9306.PDF?CFID=57485581&CFTOKEN=60423954>

THECB Academic Course Guide Manual (ACGM) -

<http://www.thecb.state.tx.us/apps/WorkforceEd/acgm/acgm.htm>

THECB Field of Study - <https://www.highered.texas.gov/institutional-resources-programs/public-universities-health-related-institutions/transfer-resources/texas-transfer-framework/>

THECB Recommended Course Sequence - <https://www.highered.texas.gov/institutional-resources-programs/public-universities-health-related-institutions/transfer-resources/recommended-course-sequence/>

UNT Dallas Catalogs - <http://catalog.untDallas.edu/>

UNT Dallas Core Curriculum website - <https://www.untDallas.edu/provost/academic-affairs/core-curriculum.php>

UNT Dallas Curriculum Review Resources - <https://www.untDallas.edu/provost/academic-affairs/curriculum-review-resources.php>

UNT Dallas Distance Learning and Instructional Technology: Development and Review Process - <https://dlit.untDallas.edu/onlinehybrid-course-approval-development-and-review-process>

UNT Dallas – Recommended Course Sequence Plans - <https://www.untDallas.edu/provost/academic-affairs/recommended-course-sequence-degree-plans.php>

## APPENDIX A: Deep Dive into Final Curriculum Approvals – Administrative Coordination

### Before the Academic Council Meeting

1. The Executive Assistant for the Provost sends out a request for agenda items two weeks in advance of a scheduled meeting.
2. Agenda items for an AC meeting are due seven (7) calendar days in advance of the scheduled meeting.
3. Agenda items will be submitted electronically by AC voting members to the Microsoft Teams Academic Council > individual Meeting Files drop box by the deadline.
4. The Executive Assistant to the Provost will make the agenda available three (3) business days prior to the scheduled meeting via campus-wide email and in the Meeting Files drop box.
5. The Office of the Provost administrative support staff will send out the agenda via email to AC members.
6. The Director of University Accreditation and Policy will review agenda items to determine which items may require external reviewer approval from bodies such as the THECB and SACSCOC, and email which agenda items will need additional approval to both the Registrar and Assistant Provost.
7. All AC members will be able to review the full documentation of the agenda items on the Academic Council Teams site to prepare for the meeting as well.

### During the Academic Council Meeting

1. Items that require external review and approval will be flagged in the meeting by the Director of University Accreditation and Policy during the discussion phase of items brought to a vote.
2. The final vote of the AC on a particular agenda item will be the official decision of the Provost.
3. The Provost will not be required to sign approval of documents (except those requiring external review) as the decision will be a matter of public record in the minutes of the meeting.

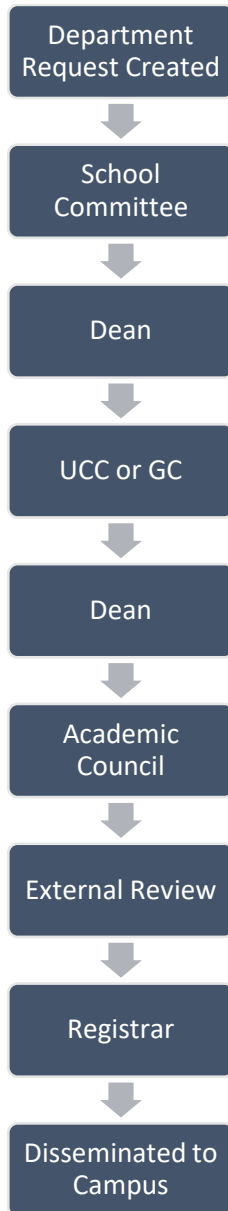
### After the Academic Council Meeting

1. Once minutes of the previous AC meeting are approved at the next AC meeting, the Executive Assistant to the Provost will place the approved minutes in the Meeting Files drop box for the meeting in which they were recorded, and the Office of the Provost administrative support staff will post them on the Academic Council website.
2. The Registrar's Office will implement approved items in the future Catalog and EIS from the AC meeting that does not require external review and approval.
3. The Director of University Accreditation and Policy will process the documentation necessary for any external review and approval to occur.
4. When an official decision is rendered from the external review, the Executive Director of Strategy and Effectiveness will notify the Registrar's Office, Deans, Program Coordinators, Provost, and Assistant Provost.
5. The Registrar will implement the changes in the Catalog and EIS. They will notify Advising and Student Success and Financial Aid (if needed).

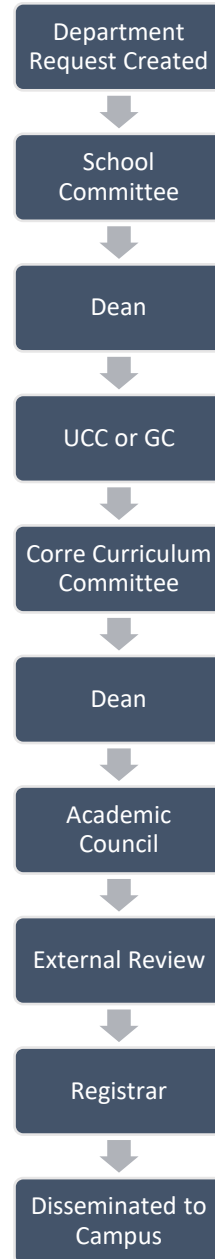


## APPENDIX B: Workflow of document routing in practice

### Typical Routing



### If routing needs to include the Core Curriculum Committee...



Appendix A of the Curriculum Review Guide provides more details related to the access and routing process to the Academic Council and the remaining review steps

