



## **CURRICULUM REVIEW GUIDE**

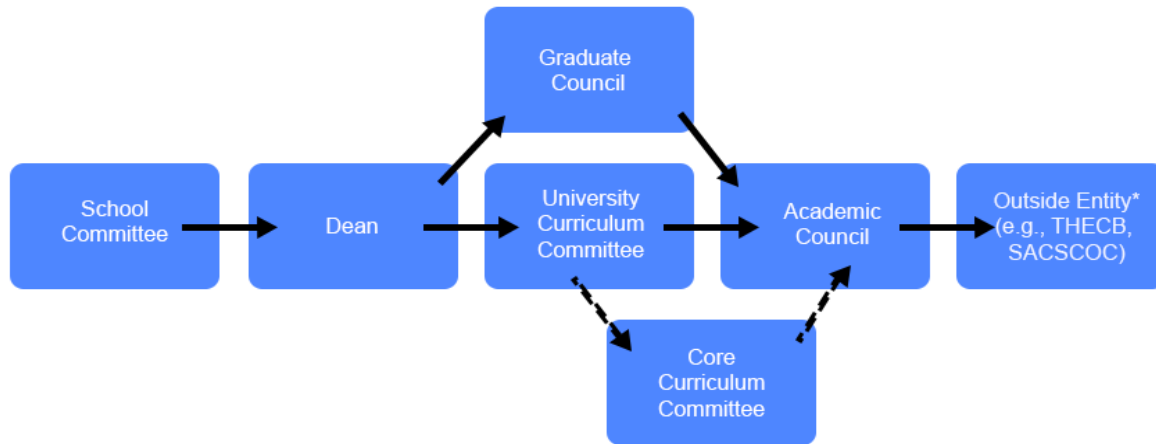
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## Roles of the Review Committees

### Curricular Review General Approval Routing\*



\*This diagram represents to 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, originates 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.

### 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 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 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.

### School Curriculum Committees

The purpose of the school curriculum committees are 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 or 2) reject curriculum request as presented. Requests rejected should be immediately followed with an email to the author of the proposal from a member of the committee with critical peer feedback on the items that were unclear, needs for additional documentation or information, information that could make the proposal stronger for university-level reviews, and typographical errors.

General issues for the school committee to consider:

- Does the proposal meet the University mission?
- Does the proposal meet the School's goals and objectives?
- What data or information is presented that supports that there is an enrollment need that supports the offering a new course or program?
- Are resources available to support the course or program? (i.e., funding for faculty, space, library and IT resources, etc.)
- Has there been sufficient consultation with other departments to determine the impact? Is there documentation of such consultation?

*Consultation – it is 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, or 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 are capable of providing those resources. Consultations and resolutions should be documented between departments and attached to curricular requests.*

- Has the department reviewed the Field of Study (FOS) and THECB Academic Course Guide Manual (ACGM) to determine appropriate alignment? (See Helpful Web Links and Curricular Review Forms and Tools for more information).
- Is the information presented in the request form and additional documentation consistent and accurate?

Program Review Specific Items:

- Does the program demonstrate coherence and meet the general requirements for graduation with a degree?
- What needs are addressed by the new program or change in current program?
- What evidence indicates that this curriculum change is beneficial to students?
- Have all New Course and Course Change Requests been attached for review along with the New Programs or Changes? The forms must be submitted together so that the alignment of the courses with the program can be reviewed within context.
- Does the assessment plan provide adequate detail to be implemented and maintained?
- If proposed changes may impact 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?

- [Is the Catalog Degree Requirements Worksheet](#) attached for review and filled out in its entirety? This document will be relied on to develop the official degree audit, make catalog revisions, and committee reviews for coherence.
- Are all of the courses/learning outcomes included that would meet outside credentialing agencies that this program is striving to meet?
- If a new program 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 they perceive a conflict with a program they are offering. Have those proposing the new program done sufficient research to determine if their program is "different enough" from others offering a similar program to survive final THECB approval?

#### Course Review Specific Items:

- How does this course align with the program of study? How does it align with the Field of Study requirements put forth by the THECB and other possible transfer credits? Will it make transfer easy?
- Is there reasonable justification for proposed Prerequisites, Corequisites, and Rules? For instance, has justification for prerequisites and corequisites been provided to show that students need particular course content to be successful in the course or justification for rules like "JR standing" or "majors only" to enroll?
- Are the prerequisites and corequisites consistently presented in alignment with program requirements?
- Does the request form and syllabus provide enough detail to support a well-planned course?
- Does this course demonstrate appropriate rigor for the level of students?
- Does this course duplicate content offered in another course offering? If so, what is the necessity for offering this version?
- Will the course be offered regularly to warrant a course number?
- What evidence is provided that this curriculum change is needed or beneficial to students?
- Does this course include the learning outcomes that would meet outside credentialing agencies that this course is contributing to meet?
- Is the 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?
- 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?

#### Dean Review

Deans review all undergraduate and graduate proposals for the School/College and have the authority to 1) approve, or 2) reject curriculum requests. Requests rejected should be immediately followed with an email to the author of the proposal from a member of the committee with critical peer feedback on the items that were unclear, needs for additional documentation or information, 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.

Items to consider:

- Deans may consider any of the items that the School Committee has reviewed in determining the strength of a course or program request.
- Ensure appropriate justification and documentation for any course/program requests that contribute to external credentialing to ensure meeting minimum requirements.
- Consider the document as a representation of the quality and professionalism of your school.
- How does this proposal meet the School goals and objectives?
- What data or information is presented that supports that there is an enrollment need that supports offering a new course or program?
- Will faculty have an appropriate course load to support the proposal?
- Do the faculty have the appropriate credentials to implement and maintain the proposal? Do they meet qualification standards according to SACSCOC and University policy?
- Does the school/college have the appropriate space to accommodate this request? Offices, classrooms, labs, etc.?
- Is there funding to hire the appropriate faculty and/or staff for the proposal? Is there information that supports a sufficient return on investment for the University?
- Does the University own appropriate equipment and/or will funding be secured for its purchase?
- Are additional library resources needed for the proposal, and has the library been consulted?
- Will Distance Learning and Instructional Technology (DLIT) need to be consulted to implement the proposal? If so, is there time for quality course development and faculty training with DLIT?
- Does this proposal impact other programs at the University, and have these been addressed in consultation?
- If a new program 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 they perceive a conflict with a program they are offering. Have those proposing the new program done sufficient research to determine if their program is "different enough" from others offering a similar program to survive final THECB approval?

### 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 of the schools focusing more on the university needs, policies, and big picture considerations of the proposals. UCC has the authority to 1) approve, or 2) reject curriculum requests. Requests rejected should be immediately followed with an email to the author of the proposal from a member of the committee with critical peer feedback on the items that were unclear, needs for additional documentation or information, information that could make the proposal stronger for university-level reviews, and typographical errors.

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.

Items to consider:

- How does this proposal align with the University mission?
- Does the proposal provide clear information for implementation? As an outside observer, do you understand the degree plan presented in the Catalog Degree Requirements Worksheet?
- Is the type of degree offered consistent with University standards – For example, is the degree type appropriately classified as a BA, BS, or BBA?
- Is the proposal in compliance with University General Requirements in the Undergraduate Catalog and other campus policies?
- Is there confirmation of sufficient consultation with other programs to determine the impact?
- For New Courses or Changes to Existing Courses, is this course similar to other offerings on campus?
- For New Programs or Changes to Programs, are all of the course changes and/or new courses that may impact a Program Request included? Do the courses align with program intent? They must be included so that the alignment of the courses with the program can be assessed.
- For New Courses or Changes to Existing Courses, is the course content and rigor appropriate for the undergraduate level (1000-2000 level vs 3000-4000 level) assigned, and quality in course content? Are student performance expectations clear?
- 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?

### Graduate Council (GC)

The Graduate Council reviews all graduate proposals for new programs and courses (with the exception of the College of Law), and changes to existing courses and programs for all of the schools focusing more on the university needs, policies, and big picture considerations of the proposals. GC has the authority to 1) return for clarification and/or request additional documentation, 2) approve, or 3) reject curriculum requests. 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.

Items to consider:

- How does this proposal align with the University mission?
- Does the proposal provide clear information for implementation?
- Is the proposal in compliance with University General Requirements in the Graduate Catalog and other campus policies?
- Is the type of degree offered consistent with University standards – For example, is the degree type appropriately classified as a MS, MBA, or MEd?
- Is there confirmation of sufficient consultation with other programs to determine the impact?
- For New Courses or Changes to Existing Courses, is this course similar to other offerings on campus?
- For New Programs or Changes to Programs, are all of the course changes or new courses that may impact a Program Request included? Do they align with program intent? They must be included so that the alignment of the courses with the program can be assessed.

- For New Course or Change to Existing Course, is the course content and rigor appropriate for the graduate level (5000 level and above), and quality in course content? Are student performance expectations clear?
- 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.

Items to consider:

- How does the proposed course meet the foundational component area core objectives laid out by the THECB?
- How will the course contribute to the assessment of the core objectives?

### Academic Council (AC)

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

Items to consider:

- How does this proposal align with the University mission?
- Is the request complete, clear, and does it conform to University regulations?
- Would there be a duplication in offering as a result of the proposal?
- Is there confirmation of sufficient consultation with other programs to determine the impact?

### External Approvals

The Director of University Accreditation & Policy 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 Director of University Accreditation & Policy 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 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 Director of University Accreditation & Policy must send out a notification to other schools within the 50-mile radius to determine if they perceive a conflict. The 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 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 strive not to 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. That 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:** A lower level course, when

transferred is determined to be an equivalent to an UNT Dallas upper-level course, does not satisfy the requirement for advanced hours.

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:*

<http://www.thecb.state.tx.us/index.cfm?objectid=7D02BA60-18B8-11E8-A6640050560100A9>

4. 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.

5. 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).

### Texas Core Curriculum (TCC)

|     | 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.thecb.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.thecb.state.tx.us/apps/tcc/> using UNT Dallas in the search.

UNT Dallas Core Curriculum website: <https://aa.untDallas.edu/core-curriculum>

All students graduating from a Texas public institution must complete the designated 42 hours in an effort to prepare them for their careers, communities, and life. For the Component Area Options (090), one-, two-, and three-credit courses can be proposed provided that 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 in order to make degree completion more efficient for students. Students and advisors should consult the Catalog.

## Level and Degree Types

UNT Dallas offers both Undergraduate and Graduate degree levels. UNTD offers the following degree types at each respective level:

### Undergraduate Degree Types

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

## Graduate Degrees

- Masters of Business Administration (MBA)
- Masters of Education (MEd)
- Masters of Science (MS)
- Juris Doctorate (JD)

In order to offer new levels and new degree types, UNTD may require external approval (i.e., SACSCOC or THECB) as well as campus curricular review. Consult with the Director of University Accreditation & Policy 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

| <b>BA degrees tend to...</b>   | <b>BS degrees tend to...</b>  | <b>BBA degrees tend to...</b>   | <b>UNT Dallas BAAS degree...</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 |
| 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      |
| Fewer 3000- & 4000-level courses required for the major  | More 3000- & 4000-level courses required for the major                |   |  |
| 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 Director of University Accreditation & Policy 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 State 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. 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 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 for 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](#) 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.

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 have to 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 times 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., Sociology). 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. For instance, Sociology added concentrations to better prepare students for potential graduate studies, but they also maintained a general studies option to help accommodate students who may transfer in with a lot of credit and seeking timely graduation.

### *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 of 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 the 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.

### *Electives*

Electives are the remaining credit hours a student needs to take to complete the overall requirement of 120 credit hours. Typically, students are able to 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 of 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, work 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 transcribed and maintained by the University. A certificate must be taken with a major program of study, unless otherwise noted as a stand-alone certificate in the catalog. Certificates exceeding 15 credit hours also require THECB approval. Likewise, stand-alone certificates require special permissions with the THECB and a specialized admission process. No financial aid is awarded for stand-alone certificates, and the students are listed as non-degree seeking. 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.

### *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 into 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. Following that is a representation of the 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 is 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).

### *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 requests 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 that students 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, 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*

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.

## 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>.

### *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 the TCCNS 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 of 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 of 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 have to 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.

### New Academic Program Request Form

- Select an appropriate CIP Code as it can be important for various reasons (see Curriculum Review Forms and Tools > CIP Codes). Having an understanding of 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 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.
- 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 similar to others in area run the risk of being rejected by the THECB.
- 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 Director of University Accreditation & Policy if needed.

### Change of an Existing Academic Program Request

- Several changes to a program can be proposed on 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.
- The Catalog Degree Requirements Worksheet must be completed and attached to the request form. The Registrar's Office will reply 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.

### New Course Request

- A course number must be obtained from the Registrar to provide on the form so that a course request can be connected with 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 trying to implement 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 is such that lecture and lab are integrated into one grade.
  - 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 how 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 as a whole.
- Short course titles are restricted to 30 characters on the transcript so if a short title is not provided that meets that 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.**
- 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, 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).
- 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.
- 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.

#### Change of an Existing Course Request

- Several changes to a course can be proposed on 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.
- **If the only change for the course is to add a new method for course offering**, such as hybrid or online, this form and full curricular review is not required. Contact Distance Learning and Instructional Technology for course development. Development and Review Process: <https://dlit.untDallas.edu/onlinehybrid-course-approval-development-and-review-process>
- 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.

#### Catalog Degree Requirements Worksheet

- This form must accompany new program and changes to existing program requests for Catalog edits and official degree audit programming.
- 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 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, the 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 Director of University Accreditation & Policy 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>

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 - <http://www.thecb.state.tx.us/index.cfm?objectid=7D02BA60-18B8-11E8-A6640050560100A9>

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

UNT Dallas Core Curriculum website - <https://aa.untDallas.edu/core-curriculum>

UNT Dallas Curriculum Review Resources - <https://aa.untDallas.edu/curriculum-review-resources>

UNT Dallas Distance Learning and Instructional Technology: Development and Review Process -

<https://dliit.untDallas.edu/onlinehybrid-course-approval-development-and-review-process>

## 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 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 3 business days prior to the scheduled meeting via campus-wide email and in the Meeting Files drop box.
5. The Assistant Provost will post the agenda on the Academic Council website:  
<https://aa.untDallas.edu/academic-council-minutes>
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

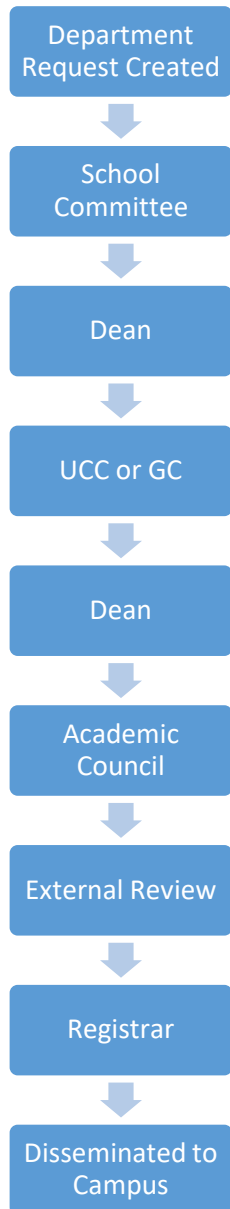
1. Items that require external review and approval will be flagged in the meeting by the Director of University Accreditation and Policy during the discussion phase of items brought to a vote.
2. The final vote of the AC on a particular agenda item will be the official decision of the Provost.
3. The 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

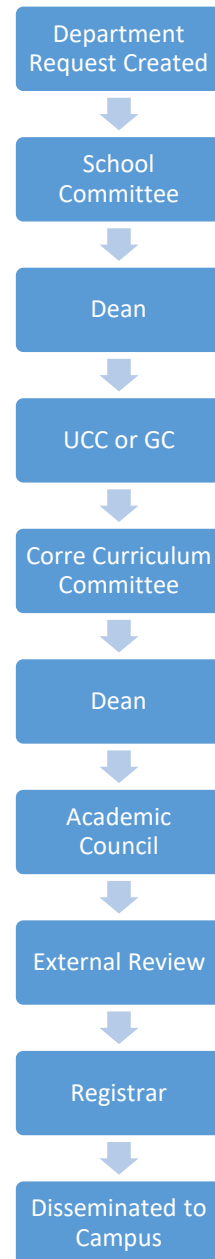
1. Once minutes of the previous AC meeting are approved at the next AC meeting, the Executive Assistant to the Provost will place the approved minutes in the Meeting Files drop box for the meeting in which they were recorded, and the Assistant Provost will post them on the Academic Council website.
2. 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 Director of University Accreditation and Policy 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.

