CURRICULUM REVIEW GUIDE

AY 2025-2026

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Roles of the Review Committees

Curricular Review General Approval Routing*

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School Committee → Dean → University Curriculum Committee → Academic Council → Provost Approval → External Approvals (BOR, THECB,

Dean → Graduate Council → Academic Council

University Curriculum Committee ⇢ Core Curriculum Committee ⇢ Academic Council
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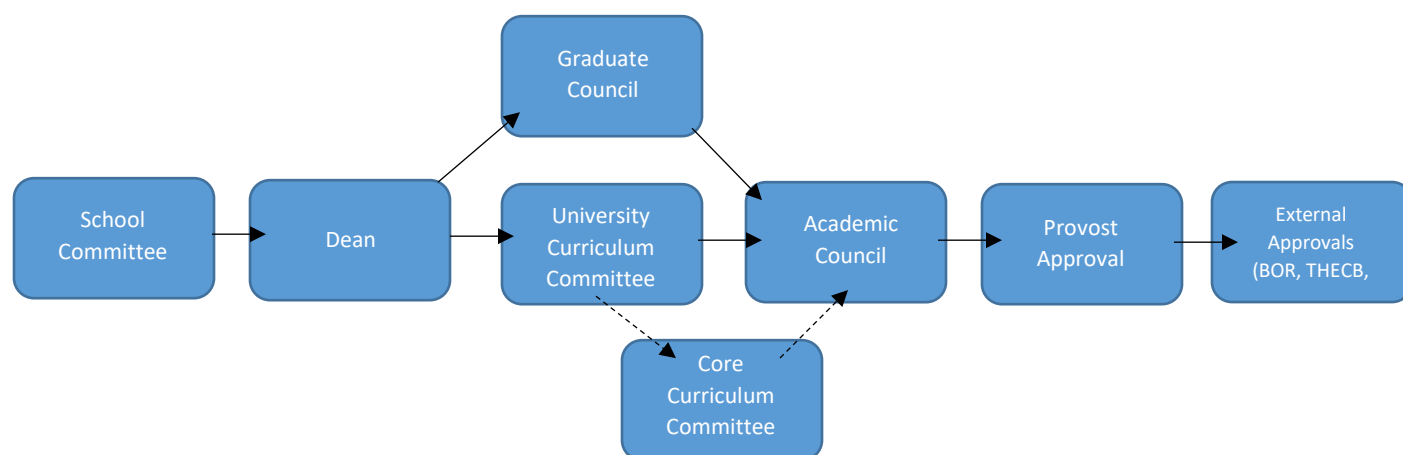
*This diagram represents the conceptual approval process. See Appendix B for the precise workflow process for document movement.

Proposals for new courses and programs, as well as changes to courses and programs, must originate from qualified faculty credentialed to teach the course or for the program.

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 proposals. Curriculum committees and other reviewers should review and ensure that other parties have been consulted.

Curriculum Review as a Peer Review Process

In accordance with our accrediting body and University Policy 6.021: Curriculum Development and Review, 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 Proposal forms for 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 that this committee includes the disciplinary experts, t**his 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 and to successfully complete the program of study.**

The committee has the authority to 1) approve, 2) send back to the Author for revisions, or 3) reject curriculum requests. Proposals sent back for revision or rejected should include detailed feedback from 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 author can improve the proposal.

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 proposals should be grounds for return to the Author 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?
    a. Requests for any New Courses or Change of Existing Courses for the program
    b. Master's Accelerated Pathway Application for accelerated pathway programs (See Curriculum Review Guide for more information.)
Failure to include all the documents fully completed should result in sending the Request back to the originator for further development.				

2. Is the information presented in the proposal and additional documentation consistent and accurate? Could you advise a student on what courses to take to complete the program?				
3. Does the author answer all the questions posed on the request form sections thoroughly? Does the proposal represent the quality and professionalism of your school? *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.*				
4. Does the program request meet the School's goals and objectives?				
5. Does the request include data or information that supports the need for the new program or change in program? *Failure to answer questions related to employability, graduate education preparation, or student demand should result in sending the request back to the originator for further development.*				
6. Are resources available to support the new program? (i.e., funding for faculty, space, library, IT resources, etc.)				
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? Are there any benefits/possibilities of collaboration across departments or divisions?				
8. Does the program demonstrate coherence and meet general degree requirements for graduation with a degree? See appropriate Catalog for general graduation requirement information and the Catalog Degree Requirements section of the form.				
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 section of the form? Will the program be offered within				

120 hours (or in accordance with approved THECB exceptions)?				
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 THECB Field of Study (FOS), if applicable. Is there an 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, THECB will send out 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?				
For Accelerated Graduate-Undergraduate Programs				
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 Curriculum Review				

Guide for information on Accelerated Pathway Programs to ensure all requirements are met.)				

School Committee - Course Review				
For consideration…	Yes	No	Partially	N/A
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 *Failure to include all the documents fully completed should result in sending the Request back to the originator for further development.*				
2. Is the information presented in the request form and additional documentation consistent and accurate?				
3. Does the author answer all the questions posed on the request form sections thoroughly? *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.*				
4. Does the course request meet the School's goals and objectives?				
5. Does the request include data or information that supports the need for the new course or change to an existing course? *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.*				
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? Are there 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 the 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? *Failure to provide sufficient information to make an informed judgment should result in sending the Request back to the originator for further development.*				
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 Curriculum Review Guide 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?				

	Yes	No	Partially	N/A
Failure to provide sufficient information to make an informed judgment should result in sending the Request back to the originator for further development.				
20. If a new course is 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? *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.*				

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 Author for revisions, or 3) reject curriculum requests. Proposals sent back for revision or rejected should include detailed feedback from the committee on the items that were unclear, inaccurate, and needed additional documentation or information that could make the proposal stronger for university-level reviews, and typographical errors so that the author can improve the proposal. 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 Author with feedback for editing and clarification.

Dean - Program Review				
For consideration…	**Yes**	**No**	**Partially**	**N/A**

1. Does the program request include all the appropriate attached documents?
    a. Requests for any New Courses or Change of Existing Courses for the program
    b. Master's Accelerated Pathway Application for accelerated pathway programs (See Curriculum Review Guide for more information.)
 Failure to include all the documents fully completed should result in sending the Request back to the originator for further development.				

2. **Is the information presented in the request form and additional documentation consistent and accurate? Does the program meet general university degree requirements as well as coherent major requirement? Does the proposal represent the quality and professionalism of your school?**				

3. Does the author answer all the questions posed on the request form sections thoroughly? *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.*				
4. Does the program request meet the School's goals and objectives?				
5. Does the School have the funding to support the hire of faculty to teach for the program, if needed?				
6. Will faculty have appropriate course loads to support the program?				
7. Is there evidence that this program be self-sustainable? Is there information that supports a sufficient return on investment for the University?				
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 Faculty Credentialing Guide)				
9. Does the University have the appropriate space to accommodate this program? Offices, classrooms, labs, computer labs, etc.				
10. Does the University have the appropriate equipment and/or will funding be secured for its purchase?				
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? Are there any benefits/possibilities of collaboration across departments or divisions?				
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?				
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 program of study?				
14. If a new program (i.e., a major or stand-alone certificate) is approved by the Academic Council, the THECB will send out 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?				
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?				
For Accelerated Graduate-Undergraduate Programs				
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 Curriculum Review Guide for information on Accelerated Pathway Programs to ensure all requirements are met.)				

Dean - Course Review				
For consideration…	**Yes**	**No**	**Partially**	**N/A**

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 the proposal represent the quality and professionalism of your school? *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.*				
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 Faculty Credentialing Guide)				
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 existing course show evidence of easy alignment and transferability from our community college partners? *Failure to provide sufficient information to make an informed judgment should result in sending the Request back to the originator for further development.*				
12. If a new course is 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? *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.*				

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 Author for revisions, or 3) reject curriculum proposal. Proposals sent back for revision or rejected should include detailed feedback from the committee on the items that were unclear, inaccurate, or 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 proposal.

The 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 need to be approved both by UCC and GC to ensure appropriate academic rigor. Refer to the section of this guide related to Cross-Level Listing of Undergraduate and Graduate Courses.

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 Author with feedback for editing and clarification.

University Committee - Program Review				
For consideration…	Yes	No	Partially	N/A

1. Does the program request include all the appropriate attached documents?
    a. Requests for any New Courses or Change of Existing Courses for the program
    b. Master's Accelerated Pathway Application for accelerated pathway programs (See Curriculum Review Guide for more information.)
Failure to include all the documents fully completed should result in sending the Request back to the originator for further development.				

2. Does the program request meet the University mission?				
3. Does the request provide clear information for implementation? For instance, does the Catalog Degree Requirements or edited catalog program information make sense to an outside observer? Could you advise a student on what courses to take to complete the program? Have all the questions on the request form been answered for you to make an appropriate judgment? *Failure to provide sufficient information to make an informed judgment should result in sending the Request back to the originator for further development.*				
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 Curriculum Review Guide for more information.)				
5. Is the request in compliance with University General Degree Requirements in the Undergraduate and Graduate Catalogs (as appropriate) and other campus policies?				
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?				
7. Has this program been sufficiently reviewed for transferability and alignment with the program?				

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?				
For Accelerated Graduate-Undergraduate Programs				
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 Curriculum Review Guide 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?				

University Committee - Course Review				
For consideration…	**Yes**	**No**	**Partially**	**N/A**

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.
Failure to include all the documents fully completed should result in sending the Request back to the originator for further development.				

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? *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.*				
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 Curriculum Review Guide 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? Are there 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 is 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 (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 Author for revisions, or 3) reject curriculum requests. Proposals sent back for revision or rejected should include detailed feedback from the committee on the items that were unclear, inaccurate, and need for additional documentation or information that could make the proposal stronger for university-level reviews, and typographical errors so that the Author can improve the request and resubmit.

The 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 the University Curriculum Committee and Graduate Council to ensure appropriate academic rigor. Refer to the section of this guide related to Cross-Level Listing of Undergraduate and Graduate Courses.

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.

University Committee - Program Review				
For consideration…	Yes	No	Partially	N/A

1. Does the program request include all the appropriate attached documents?
    a. Requests for any New Courses or Change of Existing Courses for the program
    b. Master's Accelerated Pathway Application for accelerated pathway programs (See Curriculum Review Guide for more information.
Failure to include all the documents fully completed should result in sending the Request back to the originator for further development.				

2. Does the program request meet the University mission?				
3. Does the request provide clear information for implementation? For instance, does the Catalog Degree Requirements or edited catalog program information make sense to an outside observer? Could you advise a student on what courses to take to complete the program? Are all questions asked on the request form addressed? *Failure to provide sufficient information to make an informed judgment should result in sending the Request back to the originator for further development.*				
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 Curriculum Review Guide for more information.)				
5. Is the request in compliance with University General Requirements in the Undergraduate and Graduate Catalogs (as appropriate) and other campus policies?				
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? Are there 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?				
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?				

For Accelerated Graduate-Undergraduate Programs				
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 Curriculum Review Guide 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?				

University Committee - Course Review				
For consideration…	**Yes**	**No**	**Partially**	**N/A**

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.
 Failure to include all the documents fully completed should result in sending the Request back to the originator for further development.				

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? *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.*				
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 Curriculum Review Guide 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				

	Yes	No	Partially	N/A
on their programs or course offerings or other possible concerns because of this new course or change in an existing course? Are there 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 is 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 as a part of the Texas Core Curriculum. They review proposals after the UCC has reviewed and approved a course in 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. Is there a campus need for additional coursework in the core curriculum?				
3. 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 proposal, 2) approve, 3) approve the proposal with amendments, or 4) reject curriculum proposal. The 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?				

Provost Approval

Per University Policy 6.021, the Provost makes the final institutional decision to approve or deny any curricula. If a recommendation from Academic Council is not consistent with the Provost's final decision, the rationale for the decision is discussed with Academic Council.

External Approvals

The Associate Vice President 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 Associate Vice President 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 Associate VP will also mediate between the reviewing body and the faculty proposing the program or course changes as needed.

For new programs in particular, the Associate Vice President of Strategy & Effectiveness must send out a notification to other schools within the 50-mile radius to determine if they perceive a conflict. The Associate VP 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 Associate VP will notify the same constituents of the decision for actionable implementation or further development and planning.

Flow of Information to the Campus

Final Approval - AC or Associa VP of Strategy & Effectiveness	→	Registrar & Dean for implementation	→	Catalog Change* Advising Financial Aid
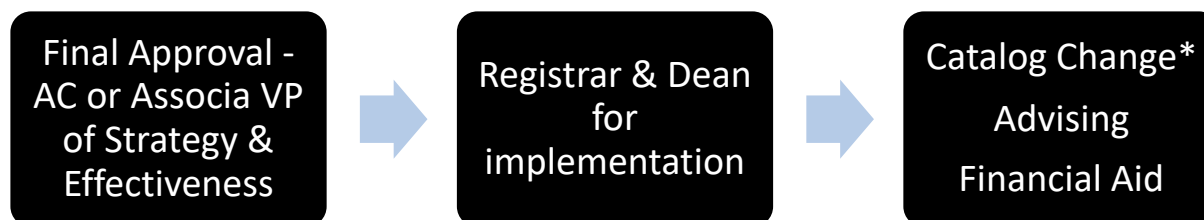
* Catalog changes will be reflected in the next annual version (if appropriate approval deadlines are met).

Elements of a Degree Program

Coherency of a Program

All programs should embody a coherent course of study, which reflects the expectation that as students' progress through a program of study, the content of the program demands increasing levels of integration of knowledge. Coherence is a critical component of a program and should demonstrate an appropriate sequencing of courses, not a mere bundling of credits, so that student learning is progressively more advanced in terms of assignments and scholarship required and demonstrates progressive advancement in a field of study that allows students to integrate knowledge and grow in critical skills.

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 require 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.

The Master Thesis

The master's thesis should integrate relevant scholarship and demonstrate research competence, including the potential to add to knowledge in the student's field with respect to either its intellectual substance or professional practice.

Students who select to pursue the thesis option must complete the Thesis Selection form and submit it to both the Program Coordinator and the Graduate School within the student's first semester of enrollment. Exceptions to this time limit may only be made at the discretion of the program coordinator. Students may withdraw from this option consistent with the university course withdrawal/drop policy. Students should discuss track options with the Program Coordinator **before** they select the thesis option.

Before work on the thesis can begin, students must select a thesis chair and advisory committee, as defined by the department. The thesis must be initiated, executed, and reported by the candidate under the supervision of the committee chair. The total number of semester hour credits recorded for the thesis may not exceed 6, regardless of the number of enrollments in the thesis seminar. No credit will be recorded until the thesis has been approved by the student's advisory committee. Following approval, the final thesis must be submitted to the University Library. The students should check with the department for further information or requirements.

Thesis Committee

Membership of thesis committees must be comprised of three or five committee members, one of whom must be the student's thesis chair from the program. The thesis committee chair is the student's mentor and guide through this process of independent scholarship. Therefore, the chair of the thesis committee is selected by the student in consultation with the appropriate graduate faculty and graduate coordinator in the student's discipline. The thesis chair must hold Full Graduate Faculty Membership.

At least two-thirds (2/3) of the committee must include faculty of the student's field. Additional member(s) may include faculty from outside the program who have been approved for Associate Graduate School Faculty Membership. A person who is not a member of the University of North Texas at Dallas graduate faculty may receive a temporary graduate faculty appointment from the Dean of the Graduate School to serve on a committee. For these appointments, the thesis committee chair should submit an associate membership nomination form, justification, and a vita of the prospective committee member. Associate members may not chair the thesis committee.

Research Compliance

Research activities involving live animals, biohazards, or human subjects must be reviewed and approved by the appropriate UNTD channels (e.g., IRB) **before** the activity can commence. This requirement applies to activities conducted at UNTD and non-UNTD facilities. In both cases, students are responsible for working with the relevant UNTD research compliance program to ensure and document that all compliance obligations are met before the study begins. Students are encouraged to reach out to the appropriate compliance office early.

Thesis Format

For guidance on formatting, refer to the thesis manual provided by the Graduate School.

Thesis Defense

Students must be in good academic standing with the Graduate School to be eligible to defend. A candidate must be enrolled for at least three (3) semester credit hours of graduate coursework during the semester in which the oral examination is held. Formal arrangements, such as time and place for the thesis defense, are made by the appropriate committee or administrator of that program in consultation with the candidate and the Thesis Committee and with the approval of the Dean of the Graduate School. The student must register their thesis defense and submit the completed copy to the Graduate School and the Thesis Committee fourteen (14) calendar days before the scheduled defense date. The Graduate School will send out a public announcement at least seven (7) days in advance of the defense.

The thesis committee administers the oral examination for the student's thesis defense and has final approval/disapproval authority and responsibility for the written thesis. The examination of the defense will be conducted by the Chair of the Thesis Committee in a manner appropriate to the material presented. The thesis defense may be held either in person or remotely.

The student must make a formal public presentation of the research, which is open to the public, and members of the audience may ask questions. The Thesis Chair will moderate the questioning process. Following the public presentation, the Thesis Committee will conduct an oral examination. This part of the examination is not open to the public. Other faculty members may also attend that part of the examination if allowed by the Thesis Chair. The Thesis Chair will preside over this portion of the examination. Video and/or audio recording is prohibited during this phase of the oral examination, whether conducted in person or remotely.

After the completion of the oral examination, the Thesis Committee will convene to vote on one of the following outcomes, with no more than one dissenting vote. If the committee cannot reach an agreement on one of the options, then the candidate will have failed the thesis defense, and the thesis manuscript will not be accepted.

1. Passed the oral examination and manuscript accepted,

2. Passed the oral examination and manuscript accepted pending specified revisions,

3. A second oral examination is required, but the manuscript is accepted or accepted with specified revisions,

4. Major revisions of the manuscript and a second final oral examination are required*,

5. The second oral examination failed, the manuscript is not accepted, and the committee recommends dismissal from the program. In no case will a third exam be given.

* Some programs may offer alternative track options if the student fails the first or second oral examination. Students should discuss alternative track options with their Thesis Chair and Program Coordinator.

Following the vote of the Examining Committee, the Thesis Chair shall complete the Thesis Defense Report and forward it to the Dean of the Graduate School within three days.

Thesis Submission

If successful in items 1 and 2 above, students must submit a copy of their approval of candidacy form, signed by the thesis committee signifying successful defense of the thesis, along with a copy of their defended thesis with completed required revisions, to the Graduate School within seven days or date grades are to be reported. Candidacy forms turned in after grade reports are due will receive an Incomplete (I), and graduation date may be deferred until the following semester when all reports are completed and submitted.

Following a successful defense and acceptance by the thesis advisory committee, the student will complete all required revisions and submit the final thesis to the graduate school. The graduate school will then submit the thesis to the University library. It is important to note that the thesis becomes the property of the University of North Texas at Dallas and is archived in the University Library.

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](#)). The 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
	Total	**42**

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 under Resources at https://www.highered.texas.gov/our-work/supporting-our-institutions/institutional-resources/transfer-resources/texas-core-curriculum/

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://board.thecb.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 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 Associate Vice President 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.

Degree Types

BA degrees tend to…	BS degrees tend to…	BBA degrees tend to…	UNTD Dallas BAAS degree tend to…	UNTD BAS degree tend to….
Offer 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	Allow workforce education credits in the Occupational Specialization toward the

			completion of the degree	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 New Program 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 Associate Vice President 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 proposal 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 specific program combinations should not be allowed, that must be explained with rationale in the "Justifications" section of the proposal 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 program or making a change to an existing program, the department must complete a section of the proposal that will lay out the Catalog Degree Requirements (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. In the past this was a separate worksheet but has now been incorporated into the proposal form.

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. This content will also be standard content that will be asked for in the proposal form.

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 an 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 1342 Elementary 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 specific 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 level 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 as a list where students could select a certain number from the list. While lists may be easy to manage as a program emerges, they are difficult to maintain in the long run as every time another course is created for the major, the department must update the program to add courses to major electives.

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). On the Recommended Course Sequences, these courses are often designated as "Any level elective" (i.e., any course at the 1000-, 2000-, 3000-, or 4000-level) or "Advanced elective" (i.e. any course at the 3000- or 4000-level).

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 focus on providing students with life/career skills and knowledge and to allow for specializations in academic disciplines to build specialized competencies.

Undergraduate Academic Certificates

New catalog language was introduced for graduate academic certificates going forward in the AY 2024-2025 Undergraduate Catalog under Policies > General University Degree Requirements > Academic Certificates. Refer to this policy language for full information.

Undergraduate academic certificates require a minimum of 12 credit hours, with at least 2/3 of the credit earned at UNT Dallas, with all courses being from the 3000- and 4000-level. The official transcript will reflect earning a particular certificate, but the academic departments are responsible for providing any hard-copy certificates to students who complete the program. A certificate must be taken with a major program of study (i.e., embedded certificate), unless otherwise noted as a stand-alone (or non-degree seeking) 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.

Graduate Academic Certificates

New catalog language was introduced for graduate academic certificates going forward in the AY 2024-2025 Graduate Catalog under Policies > Graduate Academic Policies > Master's Degree General University Requirements > Graduate Academic Certificate. Refer to this policy language for full information.

Definition of Graduate Academic Certificate

Graduate academic certificates are designed to provide a graduate education past the baccalaureate level and/or to enhance the education of students who have already completed a master's degree. Students often pursue a graduate academic certificate to meet the requirements for professional competence and to expand access to specialized knowledge, as well as to prepare for potential admission into a graduate degree at UNT Dallas. Students will complete a linked series of courses, which may include a capstone experience or project that focuses on their intellectual experience. Certificate applicants must meet UNT Dallas Graduate Admission requirements. This certificate is available to non-degree seeking students or to degree-seeking students who simultaneously pursue a graduate certificate.

Establishing a New Graduate Academic Certificate

A graduate certificate requires a viable group of faculty members who participate in delivering the courses comprising the curriculum or who are otherwise associated with the curriculum. Faculty shall be members of the Graduate Faculty.

Graduate degree programs offering concentrations must delineate the difference between the concentration and the graduate academic certificate on the proposal form.

Curriculum Requirements

A graduate academic certificate must be a minimum of 12 graduate credits in length to provide a minimum core content yet be distinguishable from a degree program. The courses involved must be offered sufficiently frequently so that the student may complete the certificate in a reasonable period.

The Graduate School should not offer any academic certificate program which could serve as either a substitute for or a duplicate of an existing master's program.

Requirements may not include directed research, thesis, internship (unless the internship is for an academic certificate designed to pursue state certification or licensure), etc.

Student Eligibility and Admission Criteria

Students must apply and be admitted into the graduate academic certificate and complete the required coursework within four years of taking the first course. Time-to-completion begins with the earliest coursework to be applied toward the degree, including any credits transferred from other institutions. All requirements must be successfully completed for the graduate academic certificate to be awarded.

Non-degree-seeking applicants should submit their application by the Admission Deadline posted in the Graduate Catalog. Applications received after the University deadline will be considered on a space-available and time-permitting basis for the next available semester.

Active degree-seeking students should complete and submit their application for admission during or

prior to the completion of their first graduate academic certificate course. However, the application must be submitted by the deadline to apply for the semester in which the graduate degree will be conferred to be eligible to share coursework between their graduate degree and the graduate academic certificate. Once the degree is conferred, it is no longer possible to be admitted to a graduate academic certificate using the graduate courses from the major.

Academic Policies and Requirements

For academic policies and procedures, refer to the Academic Regulations section of the Graduate Catalog. In addition to those policies, graduate academic certificate students must also comply with the following policies specific to graduate academic certificates:

- Graduate credit earned as an undergraduate senior in approved UNT Dallas Masters Accelerated Program (MAP) or from similar programs at other accredited institutions cannot be counted toward certificate programs.
- Only three credit hours with a grade of "C" will count towards a certificate. A maximum of three credit hours of failed coursework may be repeated. Programs may set stricter grade requirements.
- Students may not elect to take courses required for the certificate as credit/no credit.

Transfer Coursework

- Double-Counted Credits Between Two Graduate Certificate Programs:
  - Graduate certificate students may double count one graduate course with another graduate certificate provided that both programs specify the courses as approved, required, or elective. A graduate course that is shared may only be applied to a maximum of two graduate certificates.
- Double-Counted Credits Between Certificate and Degree Programs
  - All credits taken in completion of certificate requirements may count towards a UNT Dallas graduate degree as long as they do not contribute more than 70% of the total credits needed to obtain the degree.
  - A course may count toward no more than one certificate and one degree.
  - No course may be applied towards more than two degrees.

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 or hybrid
- 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 Associate Vice President 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 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 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

- Students must be 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 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 on one another to help students move successfully from a 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	Courses that focus on foundational	1000-level	Introductory; no prerequisites other

(1000- and 2000-level courses)	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.		than college readiness; general education courses; survey courses; May teach basic terminology and concepts of a discipline
		2000-level	Survey courses for 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.
Master's Level Graduate Credit (5000- and 6000-level courses)	More rigorous compared to undergraduate courses, expecting a high level of critical thinking and academic skills such as writing, reading, researching and synthesis.	5000- and 6000- level	High level of integration of information into frameworks of knowledge. More focus on high level professional and disciplinary competencies.

New Course Proposals

New Course 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 Inventory and degree plans.

NOTE: If new courses are going to be offered as a part of a New Program form or an Edit Program form, the New Course and Edit Course 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.

Edit Course Proposals

The Edit Course form is 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 Edit Course Proposals

When there is curriculum realignment occurring, it is sometimes difficult to determine if a New Course form (and remove the existing course) or simply an Edit Course 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 form 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 Inventory

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.

In the past, removing a course from the course inventory was completed in the Change of an Existing Course form. Now, removing a course from the course inventory is completed with the Inactivate Course form and has a truncated workflow. When adding a new course to replace an existing course, be sure to complete the Inactivate Course form for the course that will be replaced. Even if you must complete a teach-out plan that includes that course, you can specify an effective date in the proposal so that it is not removed until a later term.

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 Edit Course forms 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 Inventory as well.

Cross-level listing Undergraduate and Graduate Courses

Although undergraduate and graduate courses are generally separate and distinct, there are circumstances in which programs may wish to teach certain graduate and undergraduate courses together. In such cases, specific requirements must be met to ensure the University's compliance with the Principles of Accreditation of the Southern Association of College and Schools Commission on Colleges (SACSCOC).

In this case, Cross-level listing refers to offering two courses, one undergraduate and one graduate, at the same time and place (or in the same distance education course) with the same instructor.   In general, schools should offer distinct undergraduate and graduate courses. Cross-level listing should be rare and occur only under extreme circumstances. When cross-level listings of undergraduate and graduate courses are deemed appropriate and necessary, schools must adhere to the following requirements:

- There must be two course syllabi that clearly differentiate the performance expectations for students receiving undergraduate and graduate level credit in the cross-level listed courses (e.g., student learning outcomes, required problems, projects, readings, presentations). Both syllabi must indicate that the cross-level listed courses meet with the same instructor at the same time and location. However, the two courses' different requirements and performance expectations reflect the different course levels.
- Assessments (e.g., exams, assignments, etc.) should promote a more in-depth examination of course material and be more complex at the graduate level.
- The learning outcomes and expectations for graduate students must be differentiated from the expectations of undergraduate students, be documented in the graduate course syllabus, and be consistent with the level of the course. Learning outcomes for graduate courses must include more advanced learning than those for undergraduate courses, and graduate students must be expected to do more advanced work than undergraduates.
- Prerequisites should be appropriate for both courses and comparable enough to warrant cross-listing levels.

- Only 4000-level courses and graduate courses may be cross-level listed.
- The course content for cross-level courses must be sufficiently similar to warrant cross-level listing and protect undergraduate-level students from enrolling in a course they are unprepared to complete successfully.
- Course tiles and credit hours should generally be the same for courses that are cross-level listed.
- Courses not approved for cross-level listing must be taught separately and must not be co-located in the same classroom at the same time and not in the same distance education course.
- Courses to be cross-level-listed must be offered within the same department/program
- Theses, internships, special projects, directed readings, capstones, and independent study classes may not be part of a cross-level listed arrangement.
- The class schedule should make clear that cross-level listed courses meet at the same time and location and with the same instructor but that the two courses have different requirements reflecting the different course levels.
- Course proposals must be submitted and approved separately by both the Graduate Council and University Curriculum Committee. The course proposals must specify that the classes may be cross-level listed.
- Students can obtain credit for only one of the two cross-level listed courses.

Distance Education

Program Modality

According to the THECB, a **Distance Education Degree** is "a program in which a student may complete the majority (more than 50%) or the credit hours required for the program through distance education courses."

Program modality is determined by looking at all program courses and calculating **the proportion of instructional activity delivered at a distance.**

1. <u>In-person program</u> = 0-49% delivered at a distance
2. <u>Hybrid program</u> = 50- 99% delivered at a distance
3. <u>100% Online program</u> = 100% delivered at distance
    - For a 100% online program, students MAY be required to complete non-instructional activities on campus, which could include in-person orientation, testing, academic support services, internships/fieldwork, or other non-instructional activities.

Here are some important points to remember related to Program Modality:

- Program modality designations are official designations reported to both the THECB and SACSCOC
- A program can be offered in multiple modalities (e.g., in-person and hybrid)
- Gen ed courses, which are offered online, are included in this calculation
- Programs must be offered in the modality(s) that has been designated. To ensure this, **programs should monitor changes in course offerings that could affect modality**

   designation.
- *critical* - When a program chooses to change or add a modality, approval from Academic Council and notification to the THECB and SACSCOC must be **made *prior*** to implementation.

Course Modality

According to the THECB, a **Distance Education Course** is "a course in which the majority (more than 50%) of the instruction occurs when the student(s) and instructor(s) are in separate physical locations."

There are two categories of distance education courses:

100-Percent Online Course - A distance education course in which 100% of the instructional activity takes place when the students and instructors are in separate physical locations. Requirements for on-campus or in-person orientation, testing, academic support services, field work, or other instructional activities do not exclude a course from this category.

Hybrid Course – A distance education course in which more than 50% of the course but less than 100% of the instructional activity takes place when the students and instructors are in separate physical locations.

Changes to Course and Program Modality

As departments consider new courses and programs or changes in modality for courses and programs, this nomenclature and these definitions should be utilized.

With the launch of Coursedog, process upgrades were made to request changes to course and program modality. While in the past, these changes were requested in the Change an Existing Course/Program form, they now have their own forms: 1) Change Course Modality form and 2) Change Program Modality form.

When a new program or course is proposed, a modality will be declared for the launch of the course or program. Given it is a new program or course, it will be reviewed thoroughly by the full curriculum review process. At the point in which a department wants to offer another modality for the course or program, the new change modality form will request that desire and the workflow will serve to notify stakeholders to support the change; it will not include a review of the curriculum per say as that was done when the program or course was created. In this case a truncated workflow (Author > PC > Dean > DLIT > AC>Provost) will ensure that really serves to notify parties of the intent so that assessments can be made if these changes may require external notifications and approvals and that distance learning resources can be launched to support the changes.

These new THECB definitions and reporting requirements highlight the need for the academic units to consider distance education from a strategic programmatic level rather than just a practice of offering online or hybrid courses out of convenience or faculty preference. 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 parameters for a face-to-face, hybrid, or 100-percent online, and course scheduling needs to support the students who have committed to a program based possibly on the modality. 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 offer both face-to-face and online versions of the courses so that students can complete courses in the elected modality and make progress to degree. In other words, we cannot expect students who have elected to take our online program to take face-to-face courses to complete their degree requirements.

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 (e.g., 26-0101 – Biology, General). Two-digit CIP coding (e.g., only 26) 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.

Curriculum Review Forms via Coursedog

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. Content that is omitted from a proposal with the assumption that it would be included will require additional curriculum review before the content can be added to the catalog and degree audit and enforced.

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 to the author for clarification or additional documentation. Ignoring this step can lead to awkward discussions in the university committees and Academic Council that should be avoided with research and transparency with other departments.

Coursedog as a Curricular Review Tool

Coursedog is the software platform that UNT Dallas will use to create and edit curriculum proposal forms, drive the electronic workflow and capture approvals and feedback on proposals, and store important information related to a course or program from inception through revisions. This platform is integrated with Peoplesoft and the catalogs so information will flow into these applications without additional manual entry. That said, it is important that the information collected in the curriculum process is accurate. For instance, if there are typographical errors in a submitted course description, it will be carried over into Peoplesoft and the catalog automatically and requires manual entry and clean-up for others later.

On the flip side, Coursedog provides the academic community to review course-related information that is currently hidden away in Peoplesoft providing an important source of information rather than relying on department institutional memory. For instance, we can store the official program and course learning outcomes intended for a course for reference; we can create Recommended Course Sequences that flow right into the catalog; and we can attach documents supporting a new course or program that will live as a part of the "file" as an archive.

Curriculum Review Proposal Forms

In the transition to Coursedog, forms were created to facilitate ease of review allowing for some truncated reviews for curricular changes that do not require real curricular review but rather serve to notify of changes.

Function	Form Name	General Curriculum Workflow
Sharing the intent to offer a new program of study (majors and stand-alone certificates only) for pre-proposal consultation and submission of the THECB Program Planning form.	Declaration of Intent to Propose a New Program	Author > Assistant Provost > AVP for Strategy & Effectiveness > communicated with all Deans > Provost > THECB Program Planning submitted
Create a new program	New Program form	Must originate with a faculty member qualified to teach for the program > PC > School Committee > Dean > University Committee > AC > AVP for Strategy & Effectiveness (external reviews)

Change an existing program	Edit Program form	Must originate with a faculty member qualified to teach for the program > PC > School Committee > Dean > University Committee > AC > AVP for Strategy & Effectiveness (external reviews)
Add or remove a modality offering for a program	Change Program Modality form	Must originate with the PC > Dean > DLIT > AC > AVP for Strategy & Effectiveness
Removing a program from the catalog	Inactivate Program form	Must originate with the PC > Dean > AC > AVP for Strategy & Effectiveness
Create a new course	New Course form	Must originate with a faculty member qualified to teach the course > PC > School Committee > Dean > University Committee > AC
Change an existing course	Edit Course form	Must originate with a faculty member qualified to teach the course > PC > School Committee > Dean > University Committee > AC
Add or remove a modality offering for a course	Change Course Modality form	Must originate with the PC > Dean > DLIT > AC
Removing a course from the course inventory	Inactivate Course form	Must originate with the PC > Dean > AC

Access to these forms will be available via links on the Curriculum Review Resources website. Authors of proposals will also require an account in Coursedog. Single-Sign-On using a UNTD username and password will access Coursedog.

Coursedog Access
Option 1: From Curriculum Review Resources Page
Access to the links to the proposal forms can be found on the Curriculum Review website.
Authors will have to authenticate to access the forms by using their UNT Dallas email address and then their single-sign-on username and password (same as used to log into email).
If access is denied, contact the Assistant Provost for assistance setting up a Coursedog account.

Option 2: Directly through Coursedog
Users can also enter Coursedog directly at https://app.coursedog.com/#/products and then select Curriculum from "Your Products" page.

Consider bookmarking Coursedog
https://app.coursedog.com/#/products
by adding it to your Bookmarks Bar or a favorites folder.
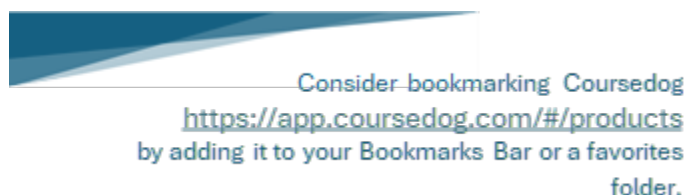
Recommendations and Information about Completing the New Forms
- **There will be many items that authors will see on the proposal but cannot enter.** Do not be alarmed by that. Some of the content is only needed if certain items are selected on the form. For instance, if you are completing a proposal for a Master's Accelerated program, authors will

have another proposal section that will have to be completed for the Graduate School's review. Also, the Registrar's Office will enter some of the information based on the author's responses in parallel questions to aid the set-up of the course or program in Peoplesoft. (Remember - Coursedog Curriculum flows directly into PeopleSoft and the catalogs now.) Enter the content that you have access to enter.

- **It is important to read the form directions and item directions carefully. Substantial effort was put into creating detailed directions and examples so that authors can be successful in submitting the needed information.** If there are any questions about the content that should be submitted do not hesitate to reach out to the Assistant Provost for clarification.

- Be sure to **answer all the questions** that may be provided with the item directions. Write complete sentences and organize material to ease the review process when possible.

- For the program review proposal forms, **a Catalog Degree Requirements Checklist will not be required any longer as it is fully integrated into the form.** Based on the level of program selected, WYSIWYG text boxes will be available to add the appropriate content that reflects the building blocks of a program of study. Use the table features in WYSIWYG to help organize information. List courses and explain the intent thoroughly. Reviewers must be able to understand the structure of the program and review the rigor and coherency based on the information provided. Also, the Registrar's Office must be able to program the degree audit based on this information.

- Likewise, the **Recommended Course Sequence (RCS) and the Marketable Skills Forms will not be attached but rather were integrated into the form.** Use the table features in the WYSIWYG to help organize information for the RCS submissions.

- **Additional documentation** required in the instructions (e.g., a syllabus for course proposals) or documentation that authors want to archive with the program or course will be uploaded to "Program Files" in the program proposal forms and "Files-Supporting Documentation" in the course proposal forms.

- **While some items in the proposal may not be required, consider if including the information is helpful.** For example, the RCS is not required on the Edit Program form but including it if there are new courses being introduced to the program ensures that the RCS will get updated at the point where the program is effective.

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 Associate Vice President for Strategy & Effectiveness can consult when external review is required, and the information needed to complete that process.

Helpful Web Links

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 - https://www.untdallas.edu/registrar/registration/catalogs.php

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 and the Catalogs - https://www.untdallas.edu/registrar/registration/catalogs.php - each program has a RCS tab.

APPENDIX A: Workflow of document routing in practice

Typical Routing
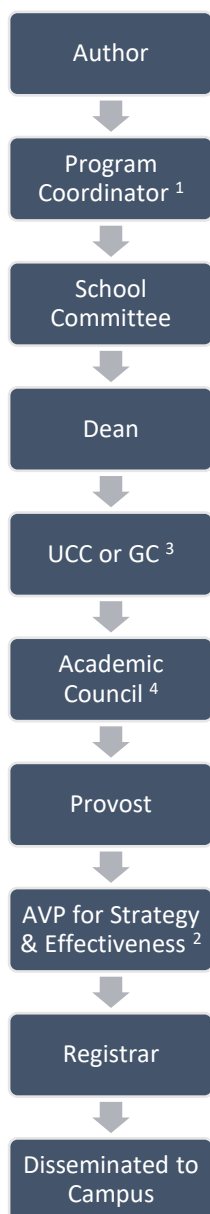
```
        Author
          ↓
  Program
  Coordinator [1]
          ↓
    School
    Committee
          ↓
       Dean
          ↓
   UCC or GC [3]
          ↓
   Academic
   Council [4]
          ↓
     Provost
          ↓
 AVP for Strategy
 & Effectiveness [2]
          ↓
    Registrar
          ↓
 Disseminated to
    Campus
```

[1] When processing modality changes and inactivating courses or programs the Program Coordinator is the expected author.

[2] When all external review is completed by the Associate Vice President for Strategy and Effectiveness (i.e., Board of Regents approval, THECB notifications and approvals, SACSCOC notifications and approvals), the workflow step will be approved by the AVP and routed to the REGO for the final data entry for Peoplesoft and the catalogs.

[3] In situations in which a program or course includes both the undergraduate and graduate level, proposals would be submitted to both university committees sequentially.

[4] In addition to serving as the final approval for the curricula put forth, it also serves to notify admissions, financial aid, DLIT, library and other campus stakeholders of curriculum changes that may impact their areas. It should be noted that programs and program changes are not official until all external approvals have been completed and should not be advertised by the campus until external approvals have been completed.

If routing needs to include the Core Curriculum Committee…

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┌──────────────────┐
│      Author      │
└──────────────────┘
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│     Program      │
│  Coordinator [1] │
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│     School       │
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┌──────────────────┐
│       Dean       │
└──────────────────┘
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┌──────────────────┐
│    UCC or GC     │
└──────────────────┘
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┌──────────────────┐
│  Core Curriculum │
│    Committee     │
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│     Provost      │
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│    Academic      │
│   Council [3]    │
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│  AVP for Strategy│
│ & Effectiveness [2]│
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┌──────────────────┐
│    Registrar     │
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┌──────────────────┐
│ Disseminated to  │
│     Campus       │
└──────────────────┘
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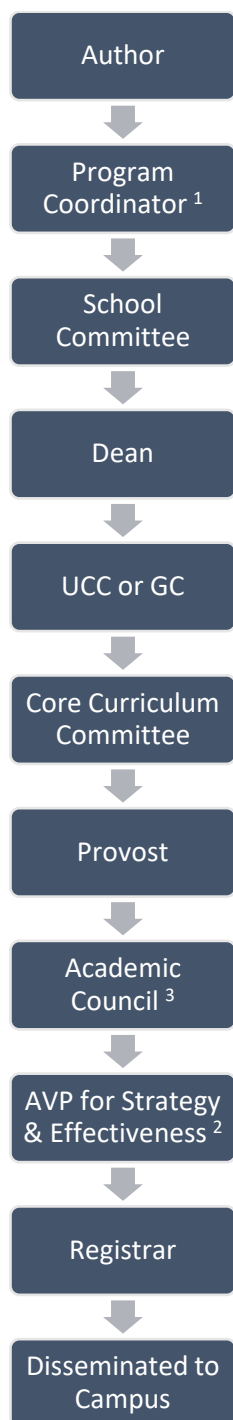
[1] When processing modality changes and inactivating courses or programs the Program Coordinator is the expected author.

[2] When all external review is completed by the Associate Vice President for Strategy and Effectiveness (i.e., Board of Regents approval, THECB notifications and approvals, SACSCOC notifications and

approvals), the workflow step will be approved by the AVP and routed to the REGO for the final data entry for Peoplesoft and the catalogs.

[3] In addition to serving as the final approval for the curricula put forth, it also serves to notify admissions, financial aid, DLIT, library and other campus stakeholders of curriculum changes that may impact their areas. It should be noted that programs and program changes are not official until all external approvals have been completed and should not be advertised by the campus until external approvals have been completed.

Routing for Change Modality workflows

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┌─────────────────────────────┐
│     Program Coordinator      │
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┌─────────────────────────────┐
│            Dean              │
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┌─────────────────────────────┐
│    Distance Learning and     │
│ Instructional Technology [1] │
└─────────────────────────────┘
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┌─────────────────────────────┐
│     Academic Council [3]     │
└─────────────────────────────┘
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┌─────────────────────────────┐
│           Provost            │
└─────────────────────────────┘
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┌─────────────────────────────┐
│      AVP for Strategy &      │
│      Effectiveness [2]       │
└─────────────────────────────┘
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┌─────────────────────────────┐
│          Registrar           │
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┌─────────────────────────────┐
│    Disseminated to Campus    │
└─────────────────────────────┘
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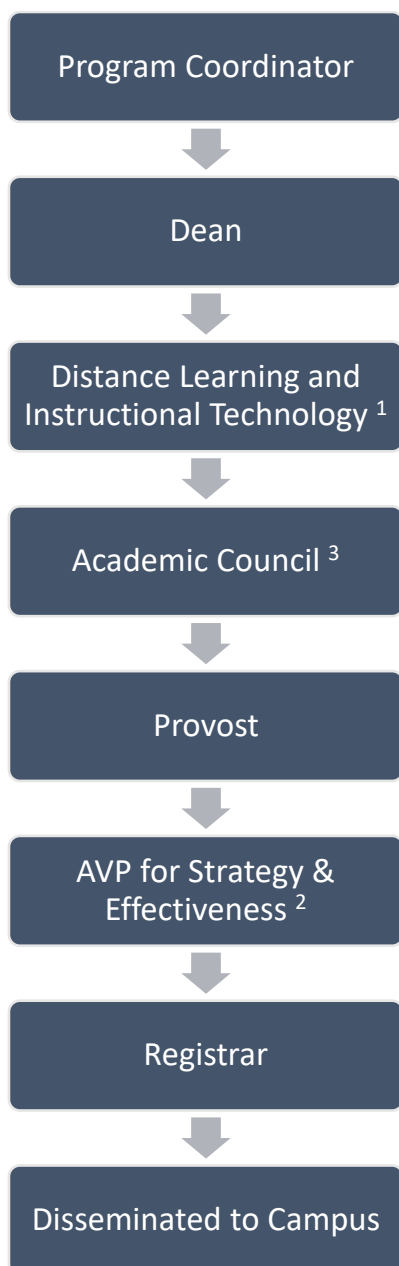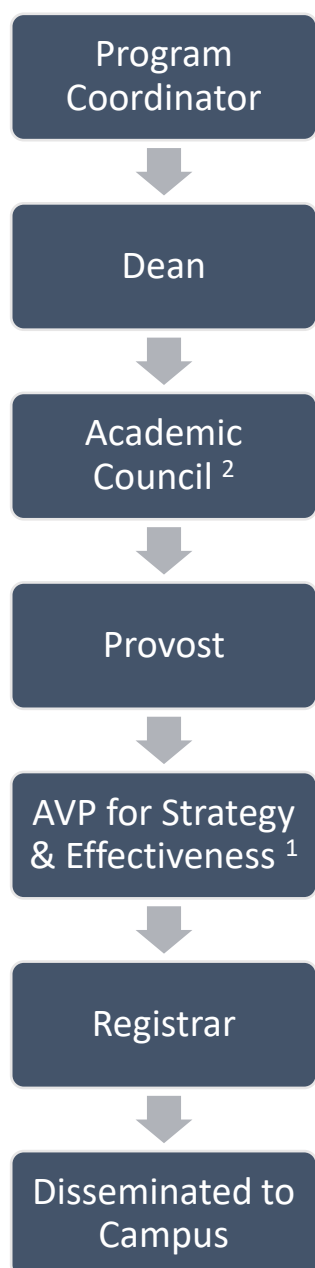
[1] This workflow step routes the proposal to DLIT **to communicate the need for distance education support** when adding hybrid and online courses and programs.

[2] The AVP step is excluded from course modality changes.

[3] In addition to serving as the final approval for the curricula put forth, it also serves to notify admissions, financial aid, DLIT, library and other campus stakeholders of curriculum changes that may impact their areas. It should be noted that programs and program changes are not official until all external approvals

have been completed and should not be advertised by the campus until external approvals have been completed.

Routing for Inactivation workflows

```
┌─────────────────────┐
│      Program        │
│    Coordinator      │
└─────────────────────┘
          ↓
┌─────────────────────┐
│        Dean         │
└─────────────────────┘
          ↓
┌─────────────────────┐
│     Academic        │
│    Council [2]      │
└─────────────────────┘
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│      Provost        │
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┌─────────────────────┐
│   AVP for Strategy  │
│  & Effectiveness [1]│
└─────────────────────┘
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│     Registrar       │
└─────────────────────┘
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┌─────────────────────┐
│  Disseminated to    │
│      Campus         │
└─────────────────────┘
```

[1] Assists with notifications to the THECB and SACSCOC as needed for teach-out plans in the case of program inactivation. This step is excluded in the case of course inactivation.

[2] In addition to serving as the final approval for the curricula put forth, it also serves to notify admissions, financial aid, DLIT, library and other campus stakeholders of curriculum changes that may impact their areas. It should be noted that programs and program changes are not official until all external approvals have been completed and should not be advertised by the campus until external approvals have been completed.

APPENDIX B: Responsibilities of Curriculum Committee Chairs

Serving as a curriculum committee chair is an important responsibility in ensuring that the review process works smoothly for all the academic units on campus. The current University curriculum review process ensures that curriculum decisions originate from the faculty. The Provost's Office serves only to support the process of curriculum review with forms that collect information needed for external review and the catalog, electronic workflows (and now agenda support), and supports for a rigorous review of the curriculum.

It is normally expected that faculty who serve as curriculum committee chairs do so for a **three-year appointment** to maintain continuity of processing unless otherwise discussed with their dean.

Deans appoint faculty from their schools to serve as the School Committee Chairs. The Provost's Office in conjunction with Academic Council oversees the appointment of the chairs for the University Committees – University Curriculum Committee and Graduate Council.

The following are responsibilities and expectations for all curriculum committee chairs:

1. **Read and understand the Curriculum Review Guide** to understand curriculum requirements and best practices to inform curriculum review and make recommendations to authors as concerns arise. We recommend that the curriculum committee members also review the Curriculum Review Guide.
2. **Ensure that committee membership aligns with the charter of the committee**. This is especially important for the University Committees - University Curriculum Committee and Graduate Council. Committee membership is posted on the University Committees website or within the committee bylaws. Changes in committee membership should be communicated with the Provost's Office so that the University Committees roster can be updated.
3. **Fill vacant positions on committees and promote active participation of members** in the review process. The Provost's Office encourages synchronous meetings to promote discussion and rigorous review of proposals.
4. **Utilize the Curriculum Review Checklists** available on the [Curriculum Review Resources](#) website to review proposals. At minimum, the Chair must use the form to collect the feedback for the committee and maintain the review form in the records for the committee. A chair may ask all members of the committee to use the forms. These artifacts are used as evidence for external reviewers that faculty maintain the rigorous review of the curriculum. The checklists can be modified to include additional items for review per the committee design, but at minimum the checklists provided should be used.
5. **Create Coursedog Agendas** that allow members to easily access proposal materials they need to review and provide documentation of the meeting agendas. All curriculum committee chairs (School, University, and Core Committees and Academic Council) are required to maintain their meeting agendas in Coursedog. These artifacts also provide evidence needed for external reviewers that we follow our curriculum review process as an institution.
6. **Meet with the committee members to review proposals**. At minimum, monthly meetings should be held between the beginning of September and the end of May. More frequent meetings may need to be held to ensure all proposals are reviewed in a timely manner during high volume months. The Assistant Provost provides a calendar of deadlines and Academic Council meetings each year to help guide chairs for scheduling their meetings.

7. **Submit the decisions of the committee** – Approval, Rejection, Needs Revision – in the Coursedog workflow and be available for communication with proposal authors as needed.

8. **Provide quality documentation related to each proposal**. Ensure that all required supporting documentation is included and provide authors with committee feedback that will help them improve their proposals when sent back for revision or rejected.

9. **Communicate with constituents that will feed into your committee review.** School Committee Chairs should be communicating with the faculty and Program Coordinators in their schools to share deadlines and encourage the timely submission of proposals. University Committee Chairs should be communicating with the School Committee Chairs and Deans about what is coming to their committees and giving feedback on items they see from proposals coming to their level.

10. **Help authors improve the quality of their proposals to ensure the appropriate level of rigor and thorough communication of program and course requirements.** If committee members have questions or concerns, send the proposal back to the author with Needs Revision. Proposals that do not answer all the questions for an item or include all the needed information should be sent back to the author for revision. Encourage professionalism in our curriculum proposals that we would expect to see in grant proposals, publication submissions, and external reviewers. Provide ample and detailed comments in the Coursedog proposal so that an author can consider and edit the proposals effectively and other committees can see the development of a proposal over time in the Activity tab of the proposal.

11. **Chairs who are unsure of how to complete any of these tasks should reach out to the Deans or the Provost's Office for guidance and assistance.**