CURRICULUM DEVELOPMENT & MODIFICATION HANDBOOK

2021-2022

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Curriculum Deadlines

December 16   UG and G proposals intended to start the following AY must be approved in Curriculog through the college dean's level by this date (with the exception of fast-tracked proposals).

January 1   Deadline to submit <u>substantive changes</u> to be implemented the following <u>Fall term</u>

For that to happen, the curriculum proposal must also have been approved by the Board of Regents and at least submitted to the Coordinating Board for their approval before it can be sent to SACSCOC. This means that it would have already had to be approved at the prior October Board of Regents (BOR) meeting, or an earlier BOR meeting. Therefore, these proposals would have to be fast-tracked.

July 1   Deadline to submit <u>substantive changes</u> to be implemented the following <u>Spring term</u>

These proposals can be approved on the normal timeline (by December 16, through the college dean's level, then by the appropriate university-level committee(s) and Deans Council by the end of March, and then by the BOR at their April meeting.

Curriculum Forms

Curriculog Forms

Any curriculum proposal—whether for a course or program, whether graduate or undergraduate, whether a course deletion/modification/addition, whether substantive or minimal—must be entered into Curriculog in order to be considered for approval. Curriculog pushes all curriculum changes into Acalog, which is the software for publishing the General Bulletin and Graduate Bulletin. Therefore, the only way the bulletins can be updated with curriculum revisions or new curriculum is for those changes to originate in Curriculog.

Curriculog also serves as the official record for our approvals of curriculum changes, where we document faculty ownership of the curriculum (per SACSCOC principles) as well as a multi-level, comprehensive review process. For the step-by-step process for approval of a curriculum change, please consult university policy 5.7, Curriculum Reviews, Modifications, and Approvals, which can be found in the appendix to this handbook (pp. A 3-A 4).

In some cases, you will have to attach a THECB curriculum form to your curriculum proposal in Curriculog. See pp. 4-5 for more discussion on the use of THECB curriculum forms.

If a curriculum proposal is also a substantive change, you will have to attach the SACSCOC Substantive Change Prospectus to your proposal in Curriculog. See pp. 7-8 for more discussion of substantive changes.

Below is a decision tree for the use of Curriculog forms and, where appropriate, the corresponding THECB form.

THECB Forms

The following THECB forms, accessible via the hyperlinks, should be filled out and attached to the corresponding curriculum proposal in Curriculog. They do not have to be signed until the program proposal is approved by the Board of Regents. In addition to hyperlinks to the forms, the THECB's standards for new bachelor's and master's degrees and guidelines for making changes to existing programs are hyperlinked.

Please see also the one-page curriculum guides in the appendix (pp. A 11-A 15), which are given to the members of the University Undergraduate Curriculum Committee and the Graduate Council, so that you know what they are looking for when they vet your proposals.

▸ **Standards for Bachelor's and Master's Degree Programs**
   http://www.thecb.state.tx.us/DocID/PDF/1062.PDF

▸ **New Bachelor's and Master's Programs**
https://www.highered.texas.gov/institutional-resources-programs/public-universities-health-related-institutions/academic-program-development-modifications/new-programs-requests/

- Certification form for Bachelor's/Master's costing <$2 million in the 1st 5 years
- Full Request Form for Bachelor's/Master's costing ≥$2 million in the 1st 5 years
- Proposal for a Doctoral Program Form (a Letter of Notification also required)

▸ **New Certificate Requests (Upper-division & Graduate)**
https://www.highered.texas.gov/institutional-resources-programs/public-universities-health-related-institutions/academic-program-development-modifications/new-certificate-requests/

▸ **Existing Program Changes**
https://www.highered.texas.gov/institutional-resources-programs/public-universities-health-related-institutions/academic-program-development-modifications/existing-program-changes/

- CIP Change Request Form
- Degree Title Change Request Form
- Request for Consolidation of Programs Form
- Guidelines Related to Changes to Existing Programs

If a program proposal is intended to be delivered either off campus at a site or electronically as distance education, you will also need to attach the appropriate THECB form to your proposal in Curriculog. Please see the flowchart to get approval for a distance education program in the appendix (p. A 16).

▸ **Distance Education Modifications and Requests**
https://www.highered.texas.gov/institutional-resources-programs/public-universities-health-related-institutions/academic-program-development-modifications/distance-education-resources/distance-education-modifications-requests/

- Approval to offer a new doctoral program via distance education
- Approval to offer an existing doctoral program via distance education
- Approval to add an additional site(s) for a previously approved distance education doctoral program
- Certification form for electronically delivered and off-campus education programs

SACSCOC Forms

Our regional accreditor, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), whose accreditation authorizes us to dispense federal financial aid and allows our credits to transfer to other universities, requires us to submit a prospectus whenever a curriculum change meets their criteria for a "substantive" change.

Examples of curriculum changes that are substantive:

☑ Creating a new credential (degree program or certificate) at any level that is not closely related to any existing program and that fits <u>one or more of the following elements</u>:
- o Requires new courses
- o Requires new or additional faculty
- o Requires new or additional equipment
- o Requires new or additional facilities
- o Requires new or additional library/learning resources
- o Requires new or additional financial resources.

☑ Replacing at least 25% of the major for a degree program with new courses (25-49% requires notification; ≥50% requires approval)

☑ Teaching 25% or more of a degree program at an off-campus site, either F2F or via DE (25-49% requires notification; ≥50% requires approval). This includes dual credit offerings taught at/to a high school campus.

☑ Putting an existing degree program online/DE (requires notification)

☑ Closing a program or site

☑ Starting a competency-based education (CBE) program

☑ Partnering with another institution to deliver credits

☑ Entering into a contract with an entity not eligible for Title IV funding to offer at least 25% of degree program or certificate

Examples of curriculum changes that are <u>not</u> substantive:

☒ Reconfiguring existing courses into a new degree or certificate is not a sub change (where less than 25% of the coursework for the new major consists of new or substantially modified courses).

☒ Entering into a financial aid consortium agreement with a community college is not a sub change.

☒ Moving a degree program to a different academic unit is not a sub change (but it does require THECB approval).

▶ **Substantive Change Prospectus**
   https://sacscoc.org/app/uploads/2019/08/SubstantiveChange.pdf

Important Curriculum Terms and Their Definitions

Academic Program: SFA defines an academic program as a structured grouping of coursework designed to meet educational objectives leading to a baccalaureate degree, graduate degree, certificate, or teaching credential* (university policy 5.1, *Academic Program Review*).

Program of Study: The THECB defines a program of study as "Any grouping of courses which are represented as entitling a student to a degree or certificate" (Glossary, p. 50). Therefore, it may include all or some of the courses required for completion of a degree program. All programs of study must be assessed in Nuventive, which can be accessed at SFA's Institutional Effectiveness website.

Degree Program: A degree program is an integrated, prescribed grouping of courses leading to an academic degree (i.e. Bachelor of Arts, Master of Social Work, Doctor of Philosophy in Forestry) (TAC Rule §5.3; TEC 61.003).

- A baccalaureate degree must be 120 hours, unless SFA can demonstrate a compelling academic reason for requiring additional semester credit hours (TEC §61.0515). At least 30 hours must be at the advanced (upper) level (university policy 6.15, *In-Residence Requirement*).
- The master's degree without a thesis requires a minimum of 30 semester hours of coursework (with some exceptions, which require 36 hours). The master's degree with thesis requires a minimum of 30 semester hours (with some exceptions, which require 36 hours), including 6 hours thesis (Graduate Bulletin, Master's Degree Requirements). The THECB requires the master's degree to include the full-time equivalent of "1 but not more than 2 academic years of work beyond the bachelor's degree" (Glossary of Terms, p. 43).
- Doctoral degree requirements vary by program.
- All degree program must be assessed in Nuventive.

Degree Plan: A degree plan is a defined program of study necessary to fulfill the requirement for graduation. A degree plan is "major specific" and is established through collaboration between the student and the academic advisor for the student's major.

Degree Map/Degree Pathway/Degree Program Course Sequence: A semester-by-semester sequence of courses recommended for successful on-time completion of a degree, typically 8 semesters for a baccalaureate degree.

Foundation: The foundation is the coursework in an undergraduate degree required by the college outside of the major or core curriculum (e.g. 12 hours of foreign language and 3 hours of humanities coursework for the Bachelor of Arts in the College of Arts and Sciences).

Examples of groupings of coursework leading to a teaching credential (awarded by the state) are: Superintendent for those who already have a master's degree; Principal for those who already have a master's degree; and Ed Diagnostician for those who already have a master's degree.

Major: The THECB defines a major as "A subject-matter area in which a student may specialize by taking a specified number of courses as part of the requirements for completion of a program of study" (Glossary of Terms, p. 42). Simply put, it is the student's primary field of study.†

- At SFA, the undergraduate major is typically 30-70 hours in total (lower- and upper-level courses). The THECB requires the major for a bachelor's to be at least 24 hours, with the caveat of at least 30 "for most majors" ("Standards for Bachelor's and Master's Degree Programs").
- SFA requires the undergraduate major to include at least 12 advanced (upper-level) hours in-residence (university policy 6.15, In-Residence Requirement).
- SFA used to require at least 18 advanced hours overall in the undergraduate major (with at least 12 of the 18 in-residence), but this has been removed from policy.
- The graduate major typically comprises all or most of the coursework for the degree. The THECB requires the major for a master's to be at least 18 hours in a 30-36 hour program, and "more for programs with greater than 36 SCH" ("Standards for Bachelor's and Master's Degree Programs").
- The major appears on the official transcript.

†Note: SFA does not officially recognize double majors. If a student wants to do an additional major, the student must take any prerequisites necessary to complete the additional major, but does not have to do the foundational requirements for a second degree, as only one degree will be listed on the student's diploma and transcript. One of the two majors would, in fact, be the student's official major, and the student would be held to all degree requirements for that major only. SFA used to have a 24-hour "second major," but those were discontinued in 2012. A second bachelor's degree is yet a different scenario and applies to students who have already earned a bachelor's (either at SFA or another university/college) and who (re)apply to SFA to earn, not an additional or "double" major, but a second degree. See "Second Bachelor's Degree" in the General Bulletin.

Concentration: A cluster of courses representing a sub-specialization within a specific major.

- The concentration is typically about a third of the overall credit hours for the major. However, if two degree programs are consolidated, the new major must have a core of coursework comprising more than 50% of the major, and any concentrations must comprise less than 50% of the major, per the THECB ("Request for Consolidation of Programs," Appendix ___).
- Concentrations may be offered at the undergraduate or graduate level.
- The concentration is sometimes referred to as a "track," "emphasis," "specialization," or "option," but the only term SFA uses in Banner to designate this sub-grouping of courses is *concentration*.‡
- The concentration appears on the official transcript.

‡Note: The Texas Administrative Code states that while subject matter course groupings are often denoted by such terms as "track," "option," "emphasis," and "specialization," the "Coordinating Board does not have formal definitions for these terms, which vary in usage among institutions" (TAC, Rule §5.3).

Minor: A declared secondary field of study different from the major. Essentially, a mini-major.

- At SFA, most undergraduate minors are 18-24 hours.
- SFA requires the undergraduate minor to include at least 6 advanced (upper-level) hours in-residence (university policy 6.15, *In-Residence Requirement*).
- SFA used to require at least 9 advanced hours overall in the undergraduate minor (with at least 6 of the 9 in-residence), but this has been removed from policy.
- A graduate minor is typically 6-9 hours.
- The minor appears on the official transcript.

Certificate: A certificate program focuses on a narrow subject area or skill and does not require a general education component. Certificates are offered at both the undergraduate and graduate level and are "less than degree length" (TAC, Rule §5.48). They are frequently interdisciplinary, comprised of courses offered by two or more academic units. There is no specific minimum number of hours in an undergraduate or graduate certificate, but undergraduate certificates that exceed 20 hours and graduate certificates that exceed 15 hours must be approved by the THECB.

- In some cases, the credits earned in certificate programs may be applied or transferred to degree programs.
- For a certificate to appear on a student's transcript, the academic unit that houses the student's major must contact the Registrar. See *Appendix 1 (page A 1)*.
- All certificates must be assessed in Nuventive.
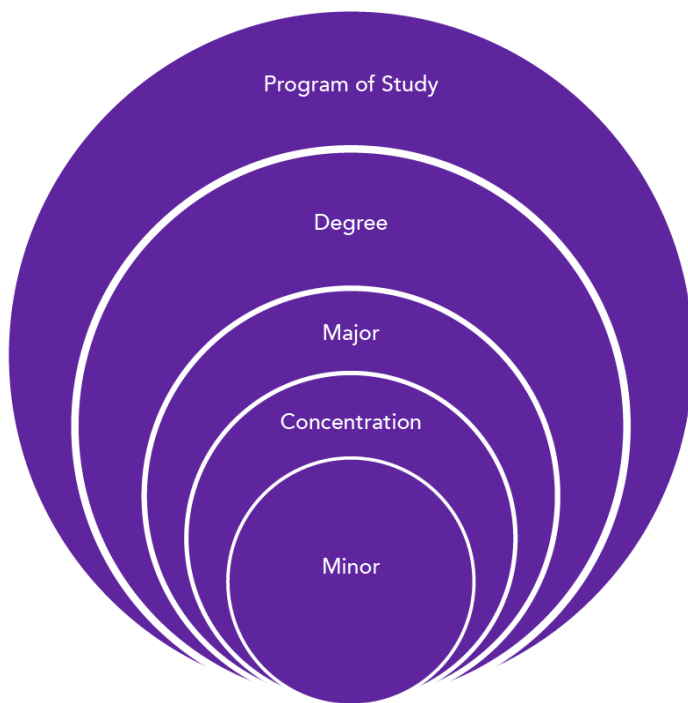
Qualities of Effective Curriculum

▶ Has a **clear purpose** (compelling reasons for offering the program)

▶ **Focuses on the program,** not the individual performance or specializations of professors

▶ Involves **meaningful participation and inclusive input of faculty** in the department

▶ Is **student-centered** and takes data concerning student needs (including career and professional development) into account, including but not limited to student surveys

▶ Takes **feedback from alumni and other external stakeholders** such as industry advisory boards into account

▶ Incorporates **multiple indicators and sources of evidence into its design**, including what peer programs do (benchmarking against other schools)

▶ Allots **sufficient resources** to deliver effectively

▶ Results in **improvement in unit objectives, program objectives, and student learning outcomes**

▶ Is **assessed both formatively and summatively**

▶ Avoids the **Alice in Wonderland Syndrome**

Alice came to a fork in the road. "Which one will I take?" she asked.
"Where do you want to go?" responded the Cheshire Cat.
"I don't know," Alice answered. "Then," said the cat, "It doesn't matter."

Lewis Carol, Alice in Wonderland

Why Is A New Program Needed?

▸ What is its appropriateness to the mission (university, college, department)?

▸ How does it address the employment/economic development/cultural/community needs of the region?

▸ Is it redundant with existing program at other institutions in the region or state?

▸ What are the benefits of creating the new program regarding:
  o Student opportunities
  o Student success
  o Student retention
  o Increased headcount/SCH's
  o Improved transfer rates
  o Increasing student diversity
  o Increased employment in the region
  o Enhanced regional economic development
  o Enhanced regional quality of life

▸ What misconceptions about the program need to be avoided?

▸ If *Inside Higher Ed* wrote an article about your program five years from now, what would it identify as the highlights? What are students saying is attracting them to the program? What are alumni and employers saying are the best features of the program? Why are faculty saying they enjoy teaching in the program?

Other Questions to Ask When Developing a Program

▸ Is there a documented need for/interest in the program established through **multiple data points**?

▸ Are community college or ISD partners expressing an interest in the program?

▸ Is the state legislature advocating for the program?

▸ Is there an employment market or niche where employee demand has not been met that could be filled by the program?

▸ Will the program lead to employment in a career/s providing a living wage?

▸ What professional competencies will students gain from the program? You may want to refer to the Competency Model Clearinghouse, sponsored by the American Job Center Network: https://www.careeronestop.org/CompetencyModel/.

▸ Is there a cultural/social deficit in the region the program could address?

▸ Can the objectives of the program be met by an already existing program, or can a current program be modified to address those objectives adequately?

▸ What will the impact of the new program on existing programs be? Positive, negative, or neutral?

▸ Will it cannibalize enrollment from existing programs, or create a new niche leading to increased overall enrollment?

▸ Will it take faculty away from other programs where they are needed, including possibly one of your own programs?

▸ Will it adversely compete for facilities, equipment, operating resources, library/learning resources?

▸ How will the program be assessed?

▸ Is the program competitively priced? Is it cheaper than peer programs, or is a special tuition package price needed?

▸ Is having the program worth all the work of coordinating it, advising students for it, assessing it, doing program review for it, and actively maintaining the curriculum? Are you taking on more than you can chew by adding another program?

Backward Design

In *backward design*, you do not start with the courses you want to include in your academic program. Instead, you start with the final student learning and program results/outcomes/competencies you want to achieve and work backwards from there to figure out exactly which courses and experiences the program should be comprised of to reach those results.
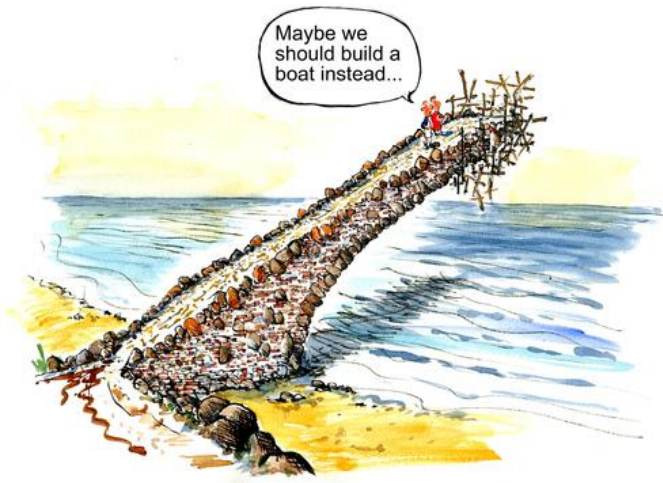
The ADDIE Model

In the *ADDIE model*, you

▶ *Analyze* who the target learners are and their characteristics and which delivery options and pedagogical considerations will work best for them;

▶ *Design* the learning objectives, overall curriculum content, and assessment instruments you will use;

▶ *Develop* the content of the curriculum course by course;

▶ *Implement* any training instructors will need on pedagogy, classroom technology, or delivery modalities;

▶ *Evaluate* the program both formatively and summatively.
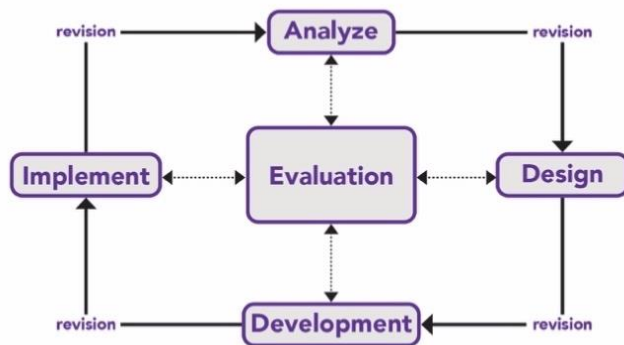
Organizational Models for Creating Curriculum

Spiral

This is a recursive curriculum design organized around key concepts/skills/themes introduced in the first year and revisited for deeper understanding as the learner progresses through the program of study. **The spiral model maintains flexibility without sacrificing basic structural integrity. The weakness is that it could lead to redundancy without appropriately increasing rigor if not carefully constructed.** It lends itself especially to humanities programs, but the spiral design can be incorporated in whole or part into many different types of degree programs.
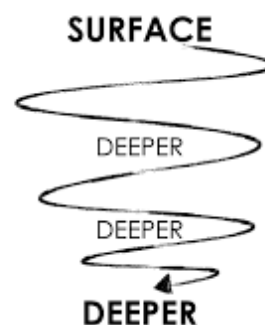
Modular

This is a flexible curriculum design in which the learner can choose and combine courses in different ways. Each course is relatively autonomous and based on a limited number of student learning outcomes, yet the course must also maintain a purpose in the overall scheme of the degree. So the courses/modules are both semi-autonomous and complementary to each other, discrete yet reciprocally reinforcing. **The modular design lends itself to a program with a smaller major core and more major electives. *Note that the more modular a program, the harder it is to streamline in order to keep students on track to graduate.*** More modularity increases the different pathways students can take to complete the program, which could result in inefficiencies in course scheduling, increasing costs to deliver the program and the time it takes students to complete. Programs with several concentrations tend to be modular. The more concentrations, the greater the strain on faculty/program resources and the harder it is to offer all necessary courses for students to complete.

Linear

This is a sequential model in which basic facts and concepts are introduced in prerequisite type courses in the first year and built upon in more rigorous courses that present increasingly complex ideas, often leading to a capstone type experience in the final year. It is more hierarchical than the spiral model. It is a classic design for science-oriented programs, yet elements of it exist in virtually any college degree program. Some programs, though, are designed to be more rigidly hierarchical than others, depending on how sequential the learning experience needs to be. **The linear model makes it easy to distinguish between the lower and upper levels of a degree program and instills continuous development of complex skills, yet if too rigidly structured could leave students with few options for personalizing their degree.**

Evidence-Based Curriculum

Sources for Data Collection

▶ Curriculum mapping‥

▶ Focus groups/surveys↓
- Current students
- High school/community college students
- Alumni
- Employers

▶ Model programs at other institutions
▶ Peer programs (benchmarking against other schools)
▶ Labor market statistics (See below.)

Look for general trends, surprises, and matches between the data and your unit's strengths.

‥*For how to do curriculum mapping, consult SFA's Office of Institutional Effectiveness.*
↓*For best practices on creating surveys, see* https://www.swarthmore.edu/institutional-research/best-practices.

Resources for Determining Marketability of the Program

Job Demand Forecast

▸ Bureau of Labor Statistics Occupational Outlook Handbook

▸ Texas Workforce Commission (https://www.twc.texas.gov/businesses/labor-market-information)

▸ Industry Associations (e.g. American Nurses Association, National Society of Professional Engineers, etc.)

▸ Burning-glass/Emsi (burning-glass.com—real-time employer demand analytics)

Salaries of Related Occupations

▸ Bureau of Labor Statistics

▸ O*NET OnLine

▸ payscale.com

▸ ZipRecruiter

▸ texaswages.com (hosted by the Texas Workforce Commission)

Financial ROI by Degree

▸ O*NET OnLine

▸ payscale.com

Credential List Prices (Competitively Pricing the Program)

▸ IPEDS

▸ Competitor websites

Assessing the Curriculum

An Overview of Curriculum Assessment

Curriculum assessment is a process of gathering and analyzing information from multiple sources in order to improve the curriculum and student learning. Curriculum assessment helps identify aspects of a curriculum that are working and those that need to change; as well as measure the effectiveness of changes that have already been implemented. Additionally, curriculum assessment assists in satisfying academic program review requirements, external accreditations, and in demonstrating the effectiveness of the curriculum.

The information gathered as part of a curriculum assessment can be used to inform curriculum modifications, including but not limited to curriculum and course design, instruction, resources, and instructional effectiveness and program assessments.

The Role of Assessment in Curriculum Development
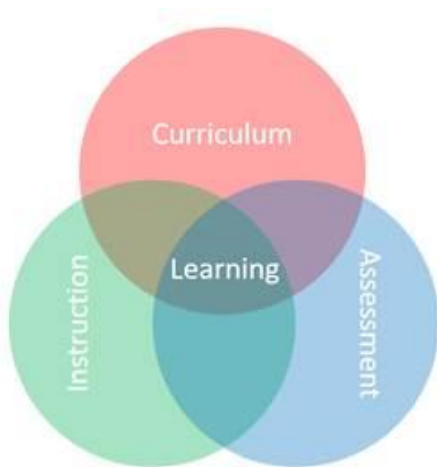
Curriculum, instruction, and assessment should be aligned and mutually supporting. There is an interdependence between the knowledge and skills faculty teach and students are supposed to learn; the method of teaching and learning activities employed; and the means to measure the outcomes of learning and student achievement.

Assessment of student academic performance (i.e., learning) allows us to determine if students are attaining the learning outcomes the curriculum supports and the instruction is designed to deliver. However, we must not limit our assessment to student learning. We should be deliberate in assessing our curriculum and our instruction.

Curriculum should be designed so as to ensure that every degree program remains valuable in a changing society. This means program directors need to be capable of making any necessary adjustments to the canon of learning in a given field. Consistent and distributed practice of standard outcomes assessment practices is vital to a dynamic curriculum. Implementation of curriculum changes or approval of new programs of study should follow thoughtful insight from assessment results, whether those results derive from student needs, accreditation requirements, or occupational and cultural demand from outside the SFA campus. Therefore, assessment of student learning outcomes should take place before any significant changes in curriculum and/or instruction.

Developing Program Learning Outcomes

The curriculum development models in this handbook all start with the end in mind. The end being the knowledge, skills, and attributes we want our students to possess upon successful completion of the program of study. These are normally expressed as program learning outcomes. Program learning outcomes (PLOs) describe the enduring and essential desired results expected in students. Imagine the ideal graduate of your program. What knowledge, skills, and attributes does this graduate possess? At what level will the graduate be able to apply them. A PLO consists of a direct statement "Students will be able to" plus an action verb indicating the level of learning intended and a statement providing disciplinary context and identifying what the learner will be able to accomplish (e.g., Graduates of the program will be able to explain diverse experimental paradigms used in psychology and related research areas OR students will be able apply economic tools to formulate positions on a wide range of social and economic problems).

When developing PLOs consider the following questions:

- o What skills, knowledge, and attributes do we want the students to possess at the end of the program of study?
- o How will we communicate the learning outcomes with the students and other stakeholders?
- o What learning experiences will we design that promote the learning required to achieve these outcomes?
- o How will we know when the outcome has been met by our students?
- o What evidence will we have that indicates learning has occurred?
- o Have we established benchmarks or targets that will allow us to determine when if students met the outcome or by how much we exceeded it or fell short?

The last three bullets above are related to the method used to conduct the assessment. Both direct and indirect methods are acceptable and if you are able to incorporate both you will typically have a much stronger assessment. Examples of assessment methods include:

Examples of Direct Assessment Methods	Examples of Indirect Assessment Methods
Comprehensive exams	Peer program comparison
Writing proficiency evaluations	Employer surveys
National Major Field Texts	Graduate school acceptance rates
Portfolio evaluation	Certification and licensure rates
Certification and licensure exams	National Surveys (NSSE, Ruffalo Noel Levitz)
Major Projects / Thesis / Dissertation	Institutional Surveys (Senior Exit)
Reflective journal evaluation	Focus groups
Capstone coursework	
Internship evaluation	
Rubric based grading	
Pre and Post-tests	
Embedded assignments	

Table 1: Example Assessment Methods

Once you have determined your assessment method you need to determine what the criterion (i.e., benchmark or target) will be used with the assessment method. This is a subjective call. The criterion depends on the objective. While 75% might be enough, a learning outcome associated with nursing may need to be closer to 100%. Develop a criterion that is reasonable, attainable, and satisfies faculty expectations.

Curriculum Mapping

For students to attain the terminal program learning outcomes, courses must be developed and organized in a manner that form an integrated and coherent curriculum that support attainment of the program learning outcomes. Once the courses are identified it is recommended that you develop a curriculum map that allows you to visually associate specific courses and their course level student learning outcomes with the overarching PLOs. A basic map indicates which courses support which PLO's. By incorporating course level student learning outcomes, a more advanced map can be created.

Figure 2: Advanced Curriculum Map (Queens University, "Curriculum Design Handbook" 2017

Course	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CRSE 131	1		1		
CRSE 132	2	1			
CRSE 225	1	1	2		
CRSE 244			2		1
CRSE 250		2		1	
CRSE 323			2	2	
CRSE 340					
CRSE 354					2
CRSE 378	3			2	
CRSE 415					3
CRSE 422				3	
CRSE 430			3		
CRSE 475		3			
	Introduce	Reinforce	Mastery		
	1	2	3		

Figure 2: Basic Curriculum Map

The following questions will help you review your completed curriculum map:
- o Which PLOs are the most emphasized?
- o Which PLOs are the least emphasized?
- o Where are the gaps and redundancies in the curriculum?
- o How do the results align with other curricular assessments?
- o What instructional and assessment strategies are we using the most and are the working?
- o What instructional and assessment strategies are we using the least and are they working?
- o Are the instruction and assessment methods used in the courses compatible with the discipline?
- o Do our instructional and assessment strategies align with the learning outcomes?
- o How does student learning evolve across the curriculum for each PLO?

University of Calgary, "Analyzing Curriculum Mapping Data: Enhancing Student Learning through Curriculum ReDesign" 2015

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Certificates Recognized by SFA on a Student's Official Transcript

Certificates Reported by the Colleges	Hours	Level	Program Code	Major Code	Concentration Code	Effective Term
Petroleum Land Management	15	UG	BU_NDUG_UCRT	UCRT	CPLM	201610
STEM Management		GR				
Aging Studies		UG				
Construction Management	36	UG	ED_NDUG_UCRT	UCRT	CCMG	201610
Facilities Management	36	UG	ED_NDUG_UCRT	UCRT	CFMG	201610
Executive Hospitality Supervision	15	GR	ED_NDGD_UCRT	UCRT	CEHS	201610
Hospitality Administration	12	UG	ED_NDUG_UCRT	UCRT	CHAD	201610
Piano Pedagogy	30	UG	FA_NDUG_UCRT	UCRT	CPIP	201610
Museum Studies	18	GR	FA_NDGD_UCRT	UCRT	CMUS	201610
Performing Artist	18	GR	FA_NDGD_UCRT	UCRT	CPAR	201610
Resource Communications	15	GR	FR_NDGD_UCRT	UCRT	COEH	201610
Spatial Science	15	GR	FR_NDGD_UCRT	UCRT	CSPS	201610
Occupational and Environmental Health	14	GR	FR_NDGD_UCRT	UCRT	COEH	201610
Leadership	12	UG	LA_NDUG_UCRT	UCRT	CLED	201610
Risk and Crisis Communication		UG				
Social Science GIS	12	UG	LA_NDUG_UCRT	UCRT	CSSG	201610
Sustainable Community Development	12	UG	LA_NDUG_UCRT	UCRT	CSCD	201610
Sustainability	12	GR	LA_NDGD_UCRT	UCRT	CSUS	201610
Translation and Interpretation		UG				
Computer Application Technology	12	UG	SM_NDUG_UCRT	UCRT	CCAT	201610
Web Development Technology	12	UG	SM_NDUG_UCRT	UCRT	CWDT	201610

NOTIFICATION OF CERTIFICATE AWARD
(To be used for SFASU Issued Certificates Only)

Student:

_____
Last   First   Middle

Student ID #: _____

Certificate Awarded By:

College: _____   **Department**:

_____

Certificate Name:

_____

Date of Award (must be the last day of award term):

_____

Required Signatures:

_____
Dept. Head Signature   Date

_____
Dept. Head Printed Name

_____
Dean   Date

_____
Dean Printed Name

Curriculum Reviews, Modifications and Approvals (SFA Policy 5.7)

Original Implementation: October 17, 1978
Last Revision: July 21, 2020

Introduction

It is the responsibility of each academic unit of the university to maintain current curricula and engage in continuous review of its curricula. The provost and vice president for academic affairs and appropriate dean will set timelines for the modification and approval process.

Curricular Modification Procedures

Curricular modifications include:

- new courses;
- core curriculum courses;
- modified courses (e.g., course title, credit hours);
- new programs (e.g., degrees, endorsements, certificates, minors, concentrations);
- modified programs (e.g., degrees, endorsements, certificates, minors, concentrations); and
- deletion of courses and/or programs (e.g., degrees, endorsements, certificates, minors, concentrations).

Curricular modifications will be developed and submitted at the program level, and recommended for approval by:

- the academic unit;
- the academic unit head;
- the appropriate councils or committees in the college;
- the college dean;
- the university Undergraduate Council or Graduate Council;
- as appropriate, the Core Curriculum Advisory Committee;
- the Deans Council; and
- the provost and vice president for academic affairs.

In addition to the above steps, new courses and new, modified or deleted undergraduate and graduate programs will then be considered for approval by:

- the university president or president's designee; and
- the Board of Regents.

Where appropriate, approval will then be sought from (and/or notification will be made to) the Texas Higher Education Coordinating Board (THECB), the Texas Education Agency, the

Southern Association of Colleges and Schools, or other outside agencies and organizations. Changes will be reflected in the General Bulletin and/or Graduate Bulletin after approval.

Substantive Change

Any curricular changes that involve substantive change as defined by the Southern Association of Colleges and Schools Commission on Colleges must be communicated by the Office of the Provost and Vice President for Academic Affairs to the appropriate entity and, if necessary under the rules on the entity, be approved before implementation. For further information, see the university policy on Substantive Change (4.10).

Cross Reference: THECB Instructions and Classification of Instructional Programs Codes; Certificate Programs (5.2); Course Fees (3.8); Laboratory Fees (3.22); Substantive Change (4.10); Academic Program Review (5.1); and Professional Educators Council (5.16)

Responsible for Implementation: Provost and Vice President for Academic Affairs

Contact for Revision: Provost and Vice President for Academic Affairs

Forms: Forms for program revision, course proposals, substantive change, distance education and laboratory/course fee requests are available at the university website.

Board Committee Assignment: Academic and Student Affairs

In-Residence Requirement (SFA Policy 6.15)

Original Implementation: January 25, 2000
Last Revision: April 18, 2020

The term "in-residence" includes on-campus, off-campus, distance education, field-based, practicum, internship, and thesis/dissertation work for masters/doctoral degrees. Only courses offered by Stephen F. Austin State University will be counted toward the in-residence requirement.

Undergraduate Degree Programs

Undergraduate degrees require at least 25 percent semester credit hours completed in-residence.

Undergraduate degrees with 120 hours total degree program hours require a minimum of 30 advanced (upper level) in-residence semester credit hours. The in-residence hour requirement will be fulfilled as part of the individual discipline major which includes as least 12 advanced in-residence semester credit hours. Minor requirements may also contribute to the total in-residence hours as at least six advanced in-residence semester credit hours are required. The balance of in-resident hours will be fulfilled through additional advanced semester credit hours and may include further major and minor coursework.

Undergraduate degrees with more than 120 total degree program hour requirements will ensure semester credit hours for the specific discipline include at least 25 percent of total semester credit hours in-residence.

Graduate Degree Programs

Graduate degrees require at least one third of total semester credit hours completed in-residence.

Cross Reference: 6.20 SACS 9.4 Institutional credits for an undergraduate degree; SACS 9.5 Institutional credits for a graduate/professional degree

Responsible for Implementation: Provost and Vice President for Academic Affairs

Contact for Revision: Provost and Vice President for Academic Affairs

Forms: None

Board Committee Assignment: Academic and Student Affairs

Texas Administrative Code

TITLE 19   EDUCATION
PART 1   TEXAS HIGHER EDUCATION COORDINATING BOARD
CHAPTER 5   RULES APPLYING TO PUBLIC UNIVERSITIES, HEALTH-RELATED INSTITUTIONS, AND/OR SELECTED PUBLIC COLLEGES OF HIGHER EDUCATION IN TEXAS
SUBCHAPTER A   GENERAL PROVISIONS
RULE §5.3   Definitions

The following words and terms, when used in this subchapter, shall have the following meanings unless the context clearly indicates otherwise:

  (1) Board--The Texas Higher Education Coordinating Board.
  (2) Commissioner--The Commissioner of Higher Education.
  (3) Health-related institution--a medical or dental unit as defined by the Texas Education Code, §61.003 (5).
  (4) Public university--a general academic teaching institution as defined by the Texas Education Code, §61.003 (3).
  (5) Degree program--any grouping of subject matter courses which, when satisfactorily completed by a student, shall entitle the student to a degree from an institution of higher education.
  (6) Support area--a grouping of courses for which an institution does not have degree authority. The number of courses in a support area is limited to fewer than would provide a degree program in that specialty at that level. Support areas may include a single discipline, a subcategory of an approved degree program, or a component of a multi-disciplinary specialty.
   (A) A variety of terms for subject matter course groupings, such as concentration, track, option, emphasis, specialization, and major are commonly used by institutions. The Coordinating Board does not have formal definitions for these terms, which vary in usage among institutions.
   (B) Despite various terminologies, the Board considers subject matter course groupings to be degree programs if such groupings are substantially the same as those for a degree in a similar discipline at the institution or in the same discipline specialty (as identified by Texas CIP classification) at similar institutions.
  (7) Degree title--name of the degree and discipline under which one or more degree programs may be offered. A degree title usually consists of the degree designation (e.g., Bachelor of Science, Master of Arts) and the discipline specialty (e.g., History, Psychology).

Source Note: The provisions of this §5.3 adopted to be effective May 28, 2003, 28 TexReg 4124

Texas Administrative Code

TITLE 19	EDUCATION
PART 1	TEXAS HIGHER EDUCATION COORDINATING BOARD
CHAPTER 5	RULES APPLYING TO PUBLIC UNIVERSITIES, HEALTH-RELATED INSTITUTIONS, AND/OR SELECTED PUBLIC COLLEGES OF HIGHER EDUCATION IN TEXAS
SUBCHAPTER C	APPROVAL OF NEW ACADEMIC PROGRAMS AT PUBLIC UNIVERSITIES, HEALTH-RELATED INSTITUTIONS, AND REVIEW OF EXISTING DEGREE PROGRAMS
RULE §5.45	Criteria for New Baccalaureate and Master's Degree Programs

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Requests for new baccalaureate and master's degree programs must provide information and documentation demonstrating that the proposed degree programs meet all of the following criteria:

  (1) Role and mission. The proposed program must be within the existing role and mission of the institution as indicated by its Program Inventory or the Board must make the determination that the program is appropriate for the mission of the institution.

  (2) Unnecessary duplication. The proposed program must not unnecessarily duplicate an existing program at another institution serving the same regional population. The offering of basic liberal arts and sciences courses and degree programs in public senior institutions is not considered unnecessary duplication. A proposed program to be offered through distance education must demonstrate that there is unmet workforce need and student demand for the program that cannot be met by existing online programs offered by Texas public institutions.

  (3) Faculty resources.

   (A) Faculty resources must be adequate to provide high program quality. With few exceptions, the master's degree should be the minimum educational attainment for faculty teaching in baccalaureate programs. In most disciplines, the doctorate should be the minimum educational attainment for faculty teaching in graduate programs. Faculty should meet the qualitative and quantitative criteria of the Southern Association of Colleges and Schools Commission on Colleges, and the appropriate accrediting body. There should be sufficient numbers of qualified faculty dedicated to a new program. This number shall vary depending on the discipline, the nature of the program, and the anticipated number of students; however, there must be at least one full time equivalent faculty already in place in order for the program to begin enrolling students.

   (B) In evaluating faculty resources for proposed degree programs, the Board shall consider only those degrees held by faculty that were issued by:

    (i) United States institutions accredited by accrediting agencies recognized by the Board or,

    (ii) institutions located outside the United States that have demonstrated that their degrees are equivalent to degrees issued from an institution in the United States accredited by accrediting agencies recognized by the Board. The procedures for establishing that equivalency shall be consistent with the guidelines of the National Council on the Evaluation of Foreign Education Credentials, or its successor.

  (4) Library and IT resources. Library and information technology resources must be adequate for the proposed program and meet the standards of the appropriate accrediting agencies.

  (5) Facilities, equipment, and clinical placements. Facilities and clinical placements must be adequate to initiate the program. Adequate classroom and laboratory space, equipment, and office space should be available for the proposed program. Arrangements for any essential clinical placements should be made

before program approval.

(6) Curriculum design. The curriculum should be up-to-date and consistent with current educational theory. Professional programs and those resulting in licensure must be designed to meet the standards of appropriate regulatory bodies. Student time-to-degree must be considered in the curricular structure and policy of the proposed program, including but not limited to policies for transfer of credit, course credit by examination, credit for professional experience, placing out of courses, and any alternative learning strategies, such as competency-based education, that may increase efficiency in student progress in the proposed program.

(7) Program administration. Administration of the proposed program should not be unduly cumbersome or costly. Ideally, the proposed program should fit into the current administrative structure of the institution. If administrative changes are required, they should be consonant with the organization of the institution as a whole and should necessitate a minimum of additional expense in terms of personnel and office space.

(8) Workforce need. There should be a demonstrated or well-documented need for the program in terms of meeting present and future workforce needs of the state and nation. There should be a ready job market for graduates of the program, or alternatively, it should produce students for master's or doctoral-level programs in fields in which there is a demonstrated need for professionals.

(9) Critical mass of students. In addition to a demonstrated workforce need, a critical mass of qualified students must be available to enter the proposed program and there must be evidence that the program is likely to have sufficient enrollments to support the program into the future. The size of an institution, the characteristics of its existing student body, and enrollments in existing programs should be taken into account when determining whether a critical mass of students shall be available for a proposed new program.

(10) Adequate financing. There should be adequate financing available to initiate the proposed program without reducing funds for existing programs or weakening them in any way. After the start-up period, the program must be able to generate sufficient semester credit hours under funding formulas and student tuition and fees to pay faculty salaries, departmental operating costs, and instructional administration costs for the program. Five years should be sufficient time for the program to meet these costs through semester credit hour production. If the state funding formulas and student tuition and fees are not meeting these costs for the program after five years, the institution and the Board should review the program with a view to discontinuance.

(11) Marketable Skills. There must be a list of the marketable skills associated with the proposed program in keeping with the state strategic plan, *60x30TX,* and a plan for how students will be informed of the marketable skills.

(12) Strong Related Programs. There must be high-quality programs in other related and supporting disciplines at the bachelor's and master's levels, as evidenced by enrollments, numbers of graduates, and completion rates in those related and supporting programs, as appropriate.

Source Note: The provisions of this §5.45 adopted to be effective May 28, 2003, 28 TexReg 4125; amended to be effective February 22, 2005, 30 TexReg 835; amended to be effective November 24, 2013, 38 TexReg 8427; amended to be effective May 29, 2018, 43 TexReg 3347

Texas Administrative Code

TITLE 19	EDUCATION
PART 1	TEXAS HIGHER EDUCATION COORDINATING BOARD
CHAPTER 5	RULES APPLYING TO PUBLIC UNIVERSITIES, HEALTH-RELATED INSTITUTIONS, AND/OR SELECTED PUBLIC COLLEGES OF HIGHER EDUCATION IN TEXAS
SUBCHAPTER C	APPROVAL OF NEW ACADEMIC PROGRAMS AT PUBLIC UNIVERSITIES, HEALTH-RELATED INSTITUTIONS, AND REVIEW OF EXISTING DEGREE PROGRAMS
RULE §5.48	Criteria for Certificate Programs at Universities and Health-Related Institutions

(a) Universities and health-related institutions are encouraged to develop upper-division and graduate certificate programs of less than degree length to meet the needs of students and the workforce. These rules are intended to provide a streamlined process for approval of those programs.

(b) Certificate programs for which no academic credit is granted are exempt from the provisions of this section.

(c) Certificate programs for which academic credit is granted at universities and health-related institutions must meet the following criteria:

  (1) They must meet identified workforce needs or provide the student with skills and/or knowledge that shall be useful for their lives or careers.

  (2) They must be consistent with the standards of the Commission on Colleges of the Southern Association of Colleges and Schools.

  (3) They must meet the standards of all relevant state agencies or licensing bodies which have oversight over the certificate program or graduate.

  (4) Adequate financing must be available to cover all new costs to the institution five years after the implementation of the program.

(d) The following certificate programs do not require Board approval or notification:

  (1) certificate programs for which no collegiate academic credit is given,

  (2) certificate programs in areas and at levels authorized by the Program Inventory of the institution with curricula of the following length:

    (A) at the undergraduate level of 20 semester credit hours or less,

    (B) at the graduate and professional level of 15 semester credit hours or less.

(e) The following certificate programs require Board approval and shall be approved if the following conditions are met:

  (1) the proposed certificate is an upper-level undergraduate certificate of 21 - 36 hours in a disciplinary area where the institution already offers an undergraduate degree program.

  (2) the proposed certificate is a graduate-level and professional certificate of 16 - 29 semester credit hours in disciplinary areas where the institution already offers a graduate program at the same level as the certificate.

(f) Lower-division certificate programs.

  (1) One and two-year, post-secondary career technical/workforce education programs should be delivered primarily by community, state, and technical colleges. These institutions are uniquely suited by virtue of their specialized mission, local governance, and student support services to provide such opportunities in an efficient and economical manner. For that reason, new lower-division career

technical/workforce certificate programs shall not generally be approved at public universities and health-related institutions.

(2) Universities and health-related institutions should not develop certificate programs at the upper or graduate level that are equivalent to lower-division certificate programs offered at community, state, and technical colleges.

Texas Education Code
Sec. 61.0515
Semester Credit Hours Required for Baccalaureate Degree

(a)
To earn a baccalaureate degree, a student may not be required by a general academic teaching institution to complete more than the minimum number of semester credit hours required for the degree by the Southern Association of Colleges and Schools or its successor unless the institution determines that there is a compelling academic reason for requiring completion of additional semester credit hours for the degree.

(b)
The board may review one or more of an institution's baccalaureate degree programs to ensure compliance with this section.

(c)
Subsection (a) does not apply to a baccalaureate degree awarded by an institution to a student enrolled in the institution before the 2008 fall semester. This subsection does not prohibit the institution from reducing the number of semester credit hours the student must complete to receive the degree. Added by Acts 2005, 79th Leg., Ch. 1230 (H.B. 1172), Sec. 12, eff. June 18, 2005.

Things to pay special attention to on program proposals for new undergraduate degrees & minors:

▶ Make sure the proposed programs meets the standards in SFA's In-Residence policy (6.15):
  o All majors consist of at least 30 semester hours in the discipline, of which at least 12 hours must be advanced work completed in-residence.
  o Minors typically consist of 18 - 24 semester hours, of which at least 6 hours must be advanced work completed in-residence.
  o All new undergraduate degrees must be 120 hours (not more unless exception is warranted).

▶ Check to see that the hours for the various components of the degree in the curriculum schema add up correctly. (Do the math! ☺)

▶ Determine whether a new degree meets an unfilled need for student learning or an unmet job market need. It should not be redundant with existing similar degrees offered through SFA. The "rationale for this new program" statement should be substantial and should make good sense. There should be a thorough analysis of the market need for the program, including data from the BLS, TWC, professional organizations, and websites such as Emsi and O*Net. The new program should also be clearly tied to the university's, college's, and department's respective missions.

▶ Determine whether the projected enrollments in a new degree are realistic. If the numbers given seem to be "pie in the sky," do not be afraid to point this out. Interrogate the data used to make the case for the projected enrollments. If the projection is based solely on an internal survey of current SFA students, then do not be afraid to point out that more robust data is needed. It should include other data, such as enrollments in similar programs at peer institutions and alumni surveys.

▶ Scrutinize the name of a new degree program, or a name change to an existing degree program. Does the name clearly identify what the program is? Does it contain terms that overlap with existing degree programs in a manner that might be confusing for students or that might threaten to displace the existing program?

▶ To compute the annual projected Full-Time Student Equivalent (FTSE) enrollment on a bachelor's program proposal, the unit should multiple the projected enrollment by 30 SCH per student for the AY (so that the annual FTSE for a projected enrollment of 15 would be 450).

▶ New degree programs must have an identified funding source for new resources if they are required to run the program (new faculty hires, new classroom/lab space, new equipment, new library resources). This is important. If no new resources are needed, there should be a logical explanation for why the program can be successfully delivered without new resources.

▶ If the new or modified program requires new courses, course modifications, or course deletions, check to see that all necessary course proposals were entered into Curriculog. The new or modified program cannot be approved unless all necessary course proposals are also approved in the same curricular cycle.

Things to pay special attention to on program proposals for new graduate degrees:

▶ New master's degrees require at least 30 hours. Doctoral degrees vary by program. Graduate certificates that exceed 15 hours require THECB approval.

▶ Check to see that the hours for the various components of the degree in the curriculum schema add up correctly. (Do the math! ☺)

▶ Determine whether a new degree meets an unfilled need for student learning or an unmet job market need. It should not be redundant with existing similar degrees offered through SFA. The "rationale for this new program" statement should be substantial and should make good sense. There should be a thorough analysis of the market need for the program, including data from the BLS, TWC, professional organizations, and websites such as Emsi and O*Net. The new program should also be clearly tied to the university's, college's, and department's respective missions.

▶ Determine whether the projected enrollments in a new degree are realistic. If the numbers given seem to be "pie in the sky," do not be afraid to point this out. Interrogate the data used to make the case for the projected enrollments. If the projection is based solely on an internal survey of current SFA students, then do not be afraid to point out that more robust data is needed. It should include other data, such as enrollments in similar programs at peer institutions and alumni surveys.

▶ Scrutinize the name of a new degree program, or a name change to an existing degree program. Does the name clearly identify what the program is? Does it contain terms that overlap with existing degree programs in a manner that might be confusing for students or that might threaten to displace the existing program?

▶ To compute the annual projected Full-Time Student Equivalent (FTSE) enrollment on the program proposal, the unit should multiple the projected enrollment for a master's program by 24 SCH per student for the academic year, and by 18 SCH per student for a doctoral program (so that the annual FTSE for a projected enrollment of 15 for the master's would be 360 SCH, and 270 SCH for the doctorate).

▶ New degree programs must have an identified funding source for new resources if they are required to run the program (new faculty hires, new classroom/lab space, new equipment, new library resources). This is important. If no new resources are needed, there should be a logical explanation for why the program can be successfully delivered without new resources.

▶ If the new or modified program requires new courses, course modifications, or course deletions, check to see that all necessary course proposals were entered into Curriculog. The new or modified program cannot be approved unless all necessary course proposals are also approved in the same curricular cycle.

Things to pay special attention to on undergraduate course proposals:

▶ Check to see that the information on the attached syllabus matches the information in the course proposal (e.g. same course prefix and number, same course type (lecture, lab, practicum), same prerequisites, etc.).

▶ Review the credit hour justification to make sure it is specific in terms of the minimum number of weekly contact hours and out-of-class work hours necessary for a typical student to succeed in the course, and make sure the attached syllabus includes a statement on contact hours and out-of-class work hours.

▶ The attached syllabus must contain all of the following required elements:
   o Course title, #, section, time, and location
   o Professor's contact information
   o Course description
   o Credit hour justification
   o Program learning outcomes
   o Student learning outcomes
   o Core learning outcomes (if a core course)
   o Required texts/materials
   o Major course assignments
   o Grading policy
   o Calendar (Calendar should at minimum list each week's main topic(s) and preferably lists readings and other assignments.)
   o Attendance policy
   o Academic integrity policy
   o Academic dishonesty policy
   o Withheld grades policy
   o Disabilities policy

▶ The "Maximum Repeat Hours" box indicates the number of times the course may be repeated. So, for instance, if it is a 3 hour course and 6 hours are listed in the max repeat box, a student can take the course a total of two times. It would be rare for a course to be repeatable more than three times.

▶ If a new course, make sure the "primary reason you are proposing this course" box is filled in and the explanation makes sense. Also, pay special attention to the "How does the proposed course differ from similar courses being offered at SFA?" box. There should be a clear rationale for why the course is needed, and it should not be redundant with other existing courses.

▶ If a modified course, pay special attention to the "What is the rationale for this modification" box. The rationale should make sense and be consistent with the items checked in the "Requested modification" box.

▶ If a modified course that has moved from the lower division to the upper division or vice versa, there must be revised SLOs that appropriately match the new level of the course. In particular, the SLOs must be more rigorous if the course has been moved to the upper division.

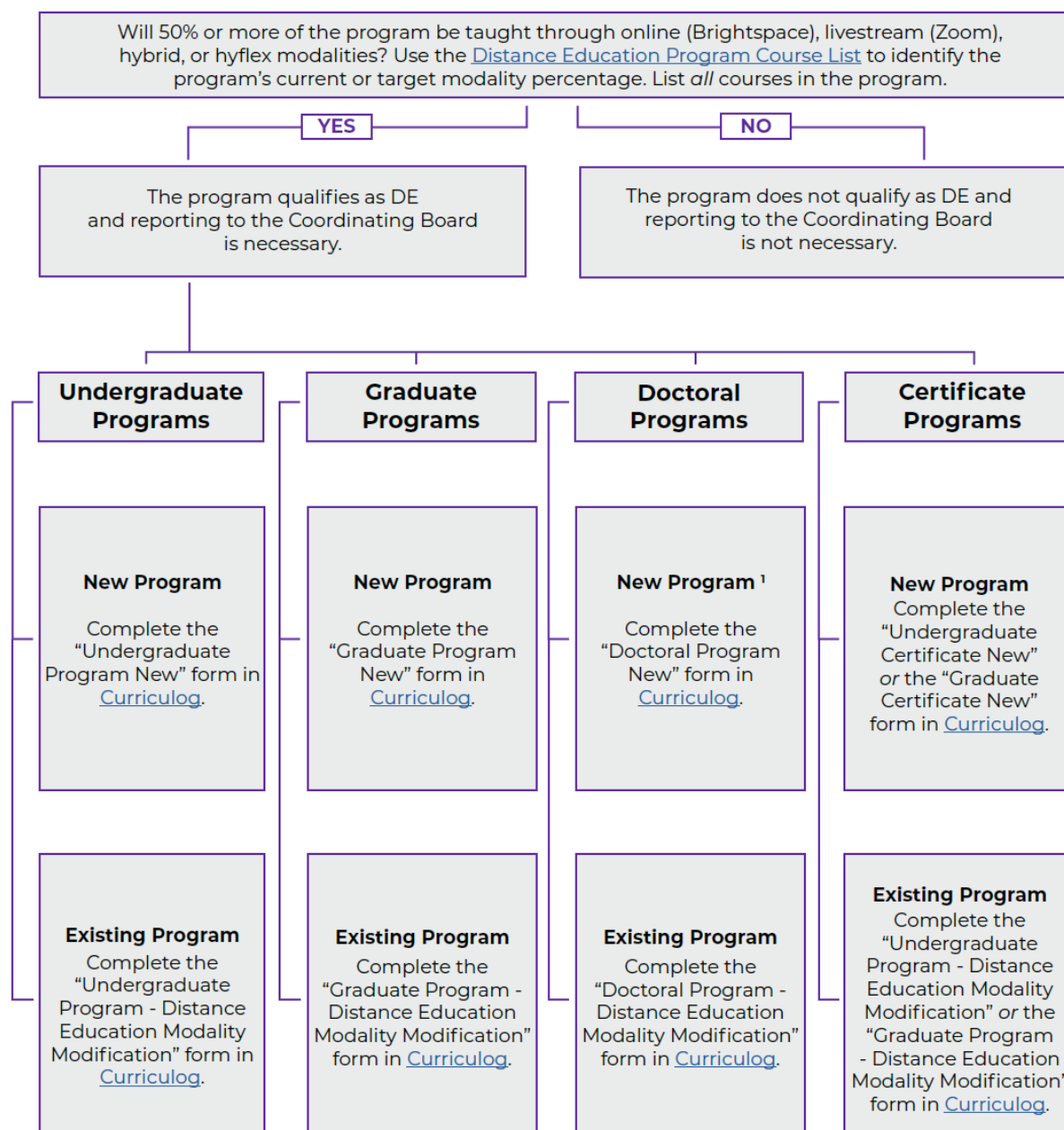**Things to pay special attention to on graduate course proposals:**

▸ Check to see that the information on the attached syllabus matches the information in the course proposal (e.g. same course prefix and number, same course type (lecture, lab, practicum), same prerequisites, etc.).

▸ Make sure that the attached syllabus demonstrates that the course includes knowledge of the <u>literature of the discipline</u> and <u>exposure to research and/or appropriate professional practice and training</u>.

▸ *If the course is to be cross-listed with a lower level course, make sure the syllabus contains content and rigor unique to the proposed higher graduate level offering.*

▸ Review the credit hour justification to make sure it is specific in terms of the minimum number of weekly contact hours and out-of-class work hours necessary for a typical student to succeed in the course, and make sure the attached syllabus includes a statement on contact hours and out-of-class work hours.

▸ Please make sure the attached syllabus contains all appropriate elements (using the graduate course syllabus template as your guide).

▸ The "Maximum Repeat Hours" box in the Curriculog form indicates the number of times the course may be repeated. So, for instance, if it is a 3 hour course and 6 hours are listed in the max repeat box, a student can take the course a total of two times. It would be rare for a course to be repeatable more than three times.

▸ If a new course, make sure the "primary reason you are proposing this course" box is filled in and the explanation makes sense. Also, pay special attention to the "How does the proposed course differ from similar courses being offered at SFA?" box. There should be a clear rationale for why the course is needed, and it should not be redundant with other existing courses.

▸ If a modified course, pay special attention to the "What is the rationale for this modification" box. The rationale should make sense and be consistent with the items checked in the "Requested modification" box.

▸ If a modified course that has moved from the master's level to the doctoral level or vice versa, there must be revised SLOs that appropriately match the new level of the course. In particular, the SLOs must be more rigorous if the course has been moved to the doctoral level.

▶ If a new course, make sure the "primary reason you are proposing this course" box is filled in and the explanation makes sense. Also, pay special attention to the "How does the proposed course differ from similar courses being offered at SFA?" box. There should be a clear rationale for why the course is needed, and it should not be redundant with other existing courses.

▶ If a modified course, pay special attention to the "What is the rationale for this modification" box. The rationale should make sense and be consistent with the items checked in the "Requested modification" box.

▶ If a modified course that has moved from the master's level to the doctoral level or vice versa, there must be revised SLOs that appropriately match the new level of the course. In particular, the SLOs must be more rigorous if the course has been moved to the doctoral level.

DISTANCE EDUCATION (DE) PROGRAM
APPROVAL PROCESSES

ctl

Will 50% or more of the program be taught through online (Brightspace), livestream (Zoom), hybrid, or hyflex modalities? Use the Distance Education Program Course List to identify the program's current or target modality percentage. List *all* courses in the program.

YES

NO

The program qualifies as DE and reporting to the Coordinating Board is necessary.

The program does not qualify as DE and reporting to the Coordinating Board is not necessary.

Undergraduate Programs	**Graduate Programs**	**Doctoral Programs**	**Certificate Programs**
New Program Complete the "Undergraduate Program New" form in Curriculog.	**New Program** Complete the "Graduate Program New" form in Curriculog.	**New Program** [1] Complete the "Doctoral Program New" form in Curriculog.	**New Program** Complete the "Undergraduate Certificate New" *or* the "Graduate Certificate New" form in Curriculog.
Existing Program Complete the "Undergraduate Program - Distance Education Modality Modification" form in Curriculog.	**Existing Program** Complete the "Graduate Program - Distance Education Modality Modification" form in Curriculog.	**Existing Program** Complete the "Doctoral Program - Distance Education Modality Modification" form in Curriculog.	**Existing Program** Complete the "Undergraduate Program - Distance Education Modality Modification" *or* the "Graduate Program - Distance Education Modality Modification" form in Curriculog.

[1] Please contact the Center for Teaching & Learning as early as possible to discuss the application procedure.

NOTE: The Center for Teaching & Learning (CTL) will submit to the Coordinating Board all completed and approved distance education-related forms. CTL staff will include appropriate unit heads and contact persons in all correspondence.

Curriculum Proposals

Degree Programs

New [1]

Doctoral Program
Complete the Doctoral Program New form in Curriculog.

Attach the THECB Letter of Notification form.

Attach the THECB Proposal for a Doctoral Program.

Note: New distance education [5] programs will require the attachment of the Distance Education Program Course List.

Master's Program
Complete Graduate Program New form in Curriculog.

Note: New distance education programs will require attachment of the Distance Education Program Course List.

- **Programs costing <$2 million in the first five years**
  Attach the THECB Certification Form.
- **Programs costing ≥$2 million in the first five years**
  Attach the THECB Full Request Form.

Undergraduate Program
Complete Undergraduate Program New form in Curriculog.

Note: New distance education programs will require attachment of the Distance Education Program Course List.

- **Programs costing <$2 million in the first five years**
  Attach the THECB Certification Form.
- **Programs costing ≥$2 million in the first five years**
  Attach the THECB Full Request Form.

Modification [2]

Graduate Program
Complete the Graduate Program Modification form in Curriculog.

Attach the THECB CIP Change Request form.

Attach the degree Title Change Request form.

and/or attach Request for Consolidation of Programs Form.

Undergraduate Program
Complete the Undergraduate Program Modification form in Curriculog.

Attach the THECB CIP Change Request form.

Attach the degree Title Change Request form.

and/or attach Request for Consolidation of Programs form.

Distance Education (Modification)

Doctoral Program [5]
Complete the Doctoral Program Distance Education Modality Modification form in Curriculog.

Attach the Distance Education Program Course List.

Graduate Program
Complete the Graduate Program Distance Education Modality Modification form in Curriculog.

Attach the Distance Education Program Course List.

Undergraduate Program
Complete the Doctoral Program Distance Education Modality Modification form in Curriculog.

Attach the Distance Education Program Course List.

Deletion

Graduate Program
Complete Graduate Program Deletion form in Curriculog.

Undergraduate Program
Complete Undergraduate Program Deletion form in Curriculog.

Certificates

New [4]

Graduate Program
Complete the Graduate Certificate New form in Curriculog.

Attach the THECB Certificate Program Certification form.

Undergraduate Program
Complete the Undergraduate Certificate New form in Curriculog.

Attach the THECB Certificate Program Certification Form.

Modification

Graduate Program
Complete Graduate Certificate Modification form in Curriculog.

Undergraduate Program
Complete Undergraduate Certificate Modification form in Curriculog.

Deletion

Graduate Program
Complete Graduate Certificate Deletion form in Curriculog.

Undergraduate Program
Complete Undergraduate Certificate Deletion form in Curriculog.

Distance Education (New)

Graduate Program
Complete the Graduate Program Distance Education Modality Modification form in Curriculog.

Attach the Distance Education Program Course List.

Undergraduate Program
Complete the Undergraduate Program Distance Education Modality Modification form.

Attach the Distance Education Program Course List.

Courses

Graduate Program

New
Complete Graduate Course New form in Curriculog.

Modification
Complete Graduate Course Modification form in Curriculog.

Deletion
Complete Graduate Course Deletion form in Curriculog.

Undergraduate Program

New
Complete Undergraduate Course New form in Curriculog.

Modification
Complete Undergraduate Course Modification form in Curriculog.

Deletion
Complete Undergraduate Course Deletion form in Curriculog.

THECB requires all higher education institutions to provide a 30-day, 50-mile radius notification to competitor institutions prior to beginning delivery of a new or modified program. This notification comes from the Associate Provost, but please be mindful of this 30-day requirement as you plan.

[1] See THECB New Programs Requests page for additional information and guidance.
[2] See THECB Existing Program Changes page for additional information and guidance.
[3] See THECB Distance Education Modifications & Requests page for additional information and guidance.
[4] See THECB New Certificate Requests page for additional information and guidance.
[5] Please contact the Center for Teaching & Learning as early as possible to discuss the application procedure.