GENERAL INFORMATION

1. Texas State University is committed to maintaining an effective process for curricular development. This PPS provides guidance for adding, changing, or deleting courses and is intended to help ensure the academic integrity of curricular development.

2. When considering a request for the addition, change, or deletion of an academic credit course, faculty members should consult the Department Chairs/Program Directors/School Directors and College Deans in their academic administrative unit and in other related programs, and if necessary, with outside experts. Efforts shall be made at all levels to ensure against a proliferation of courses.

3. Course Forms are available to faculty via the website of the Office of Curriculum Services at this address: http://www.txstate.edu/curriculumservices/course-info.html. Course addition and deletion forms are submitted and reviewed during the annual course cycle as detailed in Attachments A and B to be effective each fall semester according to the Texas Higher Education Coordinating Board annual course reporting requirements, the CBM 003. The CBM 003 is an electronic file of courses maintained at the Coordinating Board that complies with Section 61.052 of the Texas Education Code. Course addition and deletion forms may only be submitted for courses in existing degree or certificate programs. Different from course additions and deletions, course changes can be submitted each fall semester and spring semester. Attachments A and Attachment B provide an overview of the faculty and administrative reviews of Course Forms according to the requirements established by the Board of Regents of the Texas State University System (BOR) and the Texas Higher Education Coordinating Board (THECB).

GUIDELINES AND DEFINITIONS
(in alphabetical order)

4. Academic Administrative Unit: A department, college, or school that has administrative authority over degree or certificate programs.

5. Academic Credit Course: A college-level course that, if successfully completed, can be applied toward the number of courses required for achieving a degree, diploma, certificate, or other formal award.

6. CIP Code: Each academic credit course is assigned a Texas Classification of Instructional Program (CIP) code that corresponds to the subject matter of the course and determines the rate of formula funding. CIP codes reflect the content...
of the course and not the degree program or the academic administrative unit in which the course is offered. CIP codes are used nationally to classify instructional courses and to report educational data. National CIP codes are six digits in length. Texas CIP codes have an additional four-digit extension that can further define the subject matter and the formula funding code. Both the CIP codes and the national manual definitions are available on the THECB website at: http://www.txhighereddata.org/Interactive/CIP/.

7. **Contact Hours**: Contact hours are defined as the clock hours spent each week in the instruction process. Contact hours are not course credit hours, course instruction types, or workload credit hours. Contact hours do not include out-of-class student learning and reflection. Lecture contact hours are the hours per week students are required to spend in contact with faculty in a lecture setting, e.g., class, conference, seminar, individual instruction, private lesson, thesis or dissertation discussion, or independent study. Laboratory contact hours are the number of hours per week that students are required to spend in contact with faculty in an experiential situation, e.g., laboratory, clinical, practicum, internship, or student teaching. Contact hours must be presented in whole numbers.

8. **Course Catalog**: All courses are published in the university catalogs and entered in the Student Information System (SIS) course catalog after the reviews from paragraphs 30 and 31 of this PPS are completed and approved. The main elements of a course include the administrative unit, CIP code, contact hours, co-requisites, credit hours, description, equivalency, instruction types, number, prerequisites, repeatability, restrictions, subject/prefix, title, and valid grade modes.

9. **Credit Hour**: For purposes of this policy and in accord with federal regulations regarding the definition and assignment of credit hours under Section 600.2 and 600.24(f) of the Higher Education Opportunity Act, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates:
   - not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time;
   - at least an equivalent amount of work as outlined in the item above for other academic activities as established by the institution including laboratory work, internships, practicum, studio work, and other academic work leading to the award of credit hours.

A semester credit hour is defined by THECB as a unit of measure of instruction consisting of 60 minutes, of which 50 minutes must be direct instruction over a 15-week period in a semester system. Credit hours must be presented in whole numbers.

10. **Description**: Course descriptions summarize the content of the course. Descriptions should:
   - be in complete sentence format;
contain 50 words or less;
avoid jargon and acronyms;
include the number of times that a course may be repeatable for degree credit (if applicable), the number of maximum credit hours, and/or other restrictions for repeatability, i.e. repeatable with a different emphasis or by approval from the Instructor or the Department Chair/Program Director/School Director; and
include the statement “This course does not earn graduate degree credit.” for leveling and graduate assistantship courses.

11. **Equivalency:** Equivalencies are courses that have been determined by the faculty to be equivalent with another course that has at least fifty percent of the same course content. Equivalencies count as repeats of each other in grade point calculations and degree audits. Equivalencies can be inactive or active courses.

12. **Frequently Taught Topics Course Report:** A report of topics courses taught more than three times within a five year period. This report is distributed with the annual course cycle instructions to the College Deans by the Curriculum Coordinator.

13. **Grade Modes:** Valid grades are defined in PPS 4.07.

14. **Header and Topics:** Topics courses:
- are temporary lecture or seminar courses that provide a format for offering courses whose content is being developed as a single topic or subject;
- are designed to determine the appropriateness and applicability of the subject before committing that course to a permanent course number;
- are taught under a single subject/prefix and number with an alphabetical suffix;
- are added under a permanent course number known as a header course (the header course is never taught, only the topics course);
- can be added, changed, or deleted at any time using a Course Form; and
- must have the same CIP code assigned as the header course.

15. **Instruction Types:** All courses are also categorized according to the primary type of instruction. Only one code per course may be selected. Instruction type is defined as:
- 1=Lecture,
- 2=Laboratory,
- 3=Practicum (includes student teaching, internships, work-study, cooperative education, and similar activities),
- 4=Seminar,
- 5=Independent Study (includes individual or special problems),
- 6=Private Lesson (includes private music, ensembles, or other private instruction),
- 8=Thesis,
- 9=Dissertation,
- 0=Individualized (includes asynchronous internet, videotape, audio-tutorial, and similar types), or
- C=Clinical (includes workplace settings in which students learn and apply program theory and management of the work flow. Clinical experiences must take place in a health care setting and students must not be paid for the learning experiences).

16. **Number:** Course numbers follow a four-digit numbering system that is offered in a single academic administrative unit. The first digit indicates the level of the course: 1-freshman, 2-sophomore, 3-junior, 4-senior, 5-post baccalaureate and master’s, and 7-doctoral. The second digit indicates the number of semester credit hours the course carries. The last two digits usually indicate the sequencing of the course in the curriculum.

17. **Organized Courses:** Courses that are identified as Instruction types of courses are Lecture (1), Laboratory (2), and Seminar (4).

18. **Prerequisite and Co-requisite:** Courses that are required to be completed before enrollment in a subsequent course or concurrently with another course that prepares the student for successful completion. Prerequisites include specific courses, minimum grades, minimum GPAs, course credits, test scores, and allowed concurrent enrollments.

19. **Repeatability:** Courses that are repeatable for credit in a degree or certificate program are those that allow for all earned grades and credit hours to be included in the grade point calculation and in hours toward graduation requirements. The description for repeatable courses must include the maximum number of credit hours allowed (e.g., a 3 credit hour course that is repeatable 2 times will have maximum credit hours of 9) and/or other restrictions for repeatability, e.g., repeatable with a different emphasis or by approval from the Instructor or the Department Chair/Program Director/School Director. See paragraph 20 for the Federal Financial Aid definition of “Retaking Coursework”.

20. **Restrictions:** A requirement that restricts registration on the basis of a student’s campus, classification, cohort, college, degree, department, level, major, and/or program.

21. **Retaking Coursework:** A course that is exempted from the calculation of financial aid, found in federal rules 34 CFR Section 668.2, and allows students to enroll on a continuing basis, but with different content in each enrollment. See paragraph 19 of this PPS for the academic credit definition of course “repeatability”.

22. **Subject/Prefix:** The subject abbreviation of each course.

23. **Title:** Course titles should be descriptive, yet succinct. The Course Forms include two titles: the Long title that appears in the published catalogs, and the Abbreviated title that appears in the SIS course catalog and on student’s transcript. The Abbreviated title is limited to eighteen characters.

24. **Untaught Course Report:** A report prepared by the Curriculum Coordinator that contains lecture, laboratory, and seminar courses that have not been taught for four consecutive years. This report is distributed with the annual course cycle.
instructions by the Curriculum Coordinator to the College Deans to help keep the catalog up-to date.

25. **Writing Intensive:** Writing Intensive courses are those undergraduate courses for which at least sixty-five percent of the grade must be based on written exams or assignments, and at least one assignment must be 500 words or more in length. Writing intensive is a designation intended to address the writing policy for undergraduate degree programs. The Writing Intensive designation is not applicable for graduate level courses. The Writing Intensive Form on the Curriculum Services website must be completed and submitted to the Associate Dean of University College for review if a course needs to be designated as Writing Intensive. Once approved, the Writing Intensive Form is sent from the Associate Dean to the Curriculum Coordinator for data entry in the SIS system.

**COURSE PROPOSALS**

26. **Course Forms:** The Course Forms are available to faculty via the website of the Office of Curriculum Services at: http://www.txstate.edu/curriculumservices/course-info.html

27. **Additions:** A course addition proposes a new course that is part of the annual cycle or part of a new degree proposal, and requires completion of the Course Addition Form and, if applicable, the Writing Intensive Form. For the addition of a topics course, a header course must first be proposed with a subject/prefix and number. Header courses require completion of the Course Addition Form and must be accompanied by at least two individual topics courses, e.g., RC 4350 Topics in Respiratory Care, RC 4350A Study of Polysomnography, and RC 4350B Respiratory Instruments. If a course addition is being proposed for the undergraduate General Education Core Curriculum, the requesting faculty must first consult with the General Education Council before developing the Course Addition Form. If a course addition is being proposed that affects an Educator Preparation Program, the requesting faculty must first consult with the Director of the Office of Educator Preparation before developing the Course Addition Form.

28. **Changes:** A course change requires completion of the Course Change Form. Course Change Forms must include a minimum of items 1-5, 11, 12, and other items for which changes are requested. Course Change Forms that affect programs/departments/schools outside the originating college must be accompanied by concurrence memos from the affected programs, i.e. prerequisite courses from outside the college or course descriptions that overlap content outside the college. It is the responsibility of the originating academic administrative unit to notify all potentially affected programs and to seek concurrence. If a course change is being proposed that affects an Educator Preparation Program, the requesting faculty must first consult with the Director of the Office of Educator Preparation before developing the Course Change Form.

29. **Deletions:** A course deletion requires completion of the Course Deletion Form. The Untaught Course Report is available to determine inactive courses that should be deleted. If a course deletion is being proposed that affects an Educator
Preparation Program, the requesting faculty must first consult with the Director of the Office of Educator Preparation before developing the Course Deletion Form.

**PROPOSAL ROUTING**

30. Course Addition and Deletion Forms are submitted through the following channels:
   a. Faculty
   b. Office of Educator Preparation (if course affects an Educator Preparation Program)
   c. Department/School Curriculum Committee or Department/School Faculty
   d. Department Chair/Program Director/School Director
   e. College Curriculum Committee
   f. College Council
   g. College Dean
   h. Other College Deans
   i. Dean of The Graduate College (if applicable)
   j. University Curriculum Committee
   k. Associate Vice President for Academic Affairs
   l. Provost
   m. Texas State University System Board of Regents
   n. Texas Higher Education Coordinating Board

31. Course Change Forms are submitted through the following channels:
   a. Faculty
   b. Office of Educator Preparation (if applicable for an educator preparation course)
   c. Department Chair/Program Director/School Director
   d. College Curriculum Committee
   e. College Council
   f. College Dean
   g. Dean of The Graduate College (if applicable)
   h. Associate Vice President for Academic Affairs
   i. Provost
   j. Texas State University System Board of Regents
   k. Texas Higher Education Coordinating Board

32. Course instructions and due dates for additions, changes, and deletions are maintained on the curriculum website at this address: [http://www.txstate.edu/curriculumservices/](http://www.txstate.edu/curriculumservices/)

33. **Attachment A** provides a calendar overview of the course additions and deletions by month and by review group as listed in paragraph 30 above.

34. **Attachment B** provides a calendar overview of the course changes by month and by review group as listed in paragraph 31 above. Each College Curriculum Committee (CCC) has final faculty authority on change proposals that do not conflict or overlap with courses in other colleges. It is the responsibility of the CCC to exercise good faith in determining the potential effect of course change proposals on courses outside the originating college. In cases where change proposals may overlap
courses outside the originating college, the CCC must notify their College Dean of those courses so that the effected courses may be reviewed by the other College Dean and the effected faculty.

35. Throughout the process, faculty who have comments or concerns regarding any course addition, change, or deletion should submit those comments or concerns in writing to their Department Chair/School Director.

36. After a course proposal has been fully approved, the Curriculum Coordinator makes all necessary additions, changes, and deletions in the undergraduate catalog and the SIS course catalog. The Graduate College staff make all necessary additions, changes, and deletions in the graduate catalog.

37. In the event that a course proposal receives a negative vote or is denied at any level, the proposal will be returned to the originating faculty for review and possible revisions and can be resubmitted for future consideration in the next or any subsequent annual course cycle.

CERTIFICATION STATEMENT

38. This PPS has been approved by the reviewer listed below and represents Texas State’s Division of Academic Affairs policy and procedure from the date of this document until superseded.

Review Cycle: _____________________Review Date: _____________________
Reviewer: _______________________ Date: _________________________
Approved: ______________________ Date: _________________________

Gene Bourgeois
Provost and Vice President for Academic Affairs