

## Guidelines for University Curriculum Management

### 1. Coordinating Board Expectations for Curriculum

Universities do not offer courses beyond the limits of their authority as expressed in the **Table of Programs**, including planning authority. The Table of Programs is available online in Academic Affairs/ Academic Affairs Resource Manual at [http://www.twu.edu/academicaffairs/Documents/resourcemanual/TABLE\\_OF\\_PROGRAMS.doc](http://www.twu.edu/academicaffairs/Documents/resourcemanual/TABLE_OF_PROGRAMS.doc).

Course and program CIP Codes are proposed to THECB, which has final authority in assigning them.

Universities comply with core curriculum rules and TCCNS rules.

### 2. TWU Expectations for Curriculum

- **Regular updating** of curriculum that is consistent with university mission, programs, and strategic planning.
- **Avoidance of proliferation of courses** by deleting some courses when adding new courses.
- **Clear rationales** for changes, particularly the addition of multiple new courses, program revisions. Explain how curriculum is evaluated and revised in the component.
- **Consideration of resources** available and needed to teach proposed new courses – individually and as a department/component. This includes the understanding that
  - a. New courses require faculty prepared to teach them.
  - b. Additional courses are usually matched by deletions (or attrition of untaught courses) unless there are new faculty resources available.
- **Careful consideration of possible duplication** across departments or disciplines and due care to avoid impinging on another component's program authority.
- **Concise** course descriptions.
- **Appropriate content for academic level** – no “Introduction” courses at 3000 or 4000 levels. Show how upper level courses are “advanced.”

- **Appropriate number** of course **credit hours** and contact hours.

The group charged with curriculum oversight should:

- Coordinate programmatic and curricular changes.
  - Avoid the unwarranted proliferation of course offerings and degree programs.
  - Participate in a clearly defined process by which the curriculum is established, reviewed and evaluated.
  - Assure that, in professional programs, an effective relationship exists between curricular content and current practices in the field of specialization.
  - Assure that each syllabus includes information about the goals and requirements of each course, the nature of the course content, and the methods of evaluation to be employed.
  - Assure that curriculum is directly related and appropriate to the purpose and goals of the institution and the degree program, and to the financial and instructional resources of the institution.
  - Facilitate continual revision of curriculum in response to the expectations of accrediting bodies and in response to ongoing assessment of programs and current practices.
- \* Additional expectations for Core Curriculum are not included here.

### **TWU Expectations of Curriculum Committee Liaisons**

1. Preview proposals from components assigned with careful attention to whether the proposals meet the expectations above.
2. Offer to meet with the components assigned and assist them as needed in developing a strong case for their proposals.
3. Present a motion of recommendation on the proposals to the Curriculum Committee, outlining the merits of the proposals and opening the discussion of the proposals.