

College of Arts & Sciences
Undergraduate Instruction Committee
Standard Operating Procedures

- I. Membership of the Undergraduate Instruction Committee (UIC) shall consist of the following voting members:
 - i. one representative per Academic Department in the College of Arts & Sciences;
 - ii. one representative per interdisciplinary degree granting program that is not otherwise represented by an Academic Department in the College of Arts & Sciences;
 - iii. the Associate Dean for Curriculum, Analytics & Assessment (hereafter, AD);
 - iv. up to two (2) undergraduate student senators with one-year appointments selected by the College of Arts & Sciences Student Senate.
- II. Membership of the Undergraduate Instruction Committee (UIC) shall consist of the following non-voting members:
 - i. Director of Academic Operations;
 - ii. Director of Academic Advising;
 - iii. Director of the Office of Transformational Teaching and Learning;
 - iv. Director of Educational Outreach & Women's Programs;
 - v. Program Manager for Global Engagement
 - vi. Program Coordinator for the Aggie Teach Program;
 - vii. Associate Dean for Academic Operations;
 - viii. Associate Dean for Student Success
 - ix. Senior Associate Dean for Undergraduate Education.
- III. The voting members of the UIC shall elect one voting member of the committee to serve as Chair, with the AD serving as co-chair. The election shall take place at the August meeting in each odd-numbered year, with an effective date of September 1 of that calendar year. The Chair will serve for a two-year term.
- IV. Texas A&M University defines "curricular," "curriculum," and "program" as "academic programs, including courses, minors, degrees, and certificates" (see TAMU SAP [11.99.99.M0.01](#)). The UIC shall review all curricular proposals for new or changed curriculum at the undergraduate level and shall recommend appropriate policies to improve and develop undergraduate academic programs.
- V. Items to be considered by the UIC that pertain to a given Academic Department or Degree Program must have first been reviewed and approved by the Undergraduate Curriculum Committee (or equivalent) of the respective unit. It is expected that UIC members representing a given Academic Department or Degree Program will be part of their respective committee. The AD and DAO will maintain a list of committees and their members.
- VI. Voting: Items requiring a vote include: new curricular program proposals, new courses, curricular program withdrawals, course withdrawals, change in curricular programs, change in courses, and items of special considerations.

- A. Members may vote yes, no, or abstain on all motions for action.
 - B. Each item must receive a majority vote to pass.
 - C. Items may be approved, not approved, approved with changes, or tabled.
- VII. The UIC shall meet monthly at a regular time to ensure that all members may attend. The meetings will take place at least 15 calendar days before a given meeting of the University Curriculum Committee (UCC) since their agenda items are due two weeks in advance. At least half (50 percent) of voting members, or designees of the voting members, must be in attendance to constitute a quorum. The representative (or designee) of a Department must be present for any agenda item from that unit for it to be considered at the meeting.
- VIII. The UIC does not approve courses that are writing intensive (W), communication intensive (C), core curriculum (CORE), Cultural Discourse (CD), or International Cultural and Diversity (ICD); these are approved by the AD.
- IX. Research and problem-based credit hours (e.g., 285, 485, 291, 491) or special topics courses (289s and 489s) do not require UIC approval, as these are handled by the AD. However, the UIC shall review these on a semester basis to ensure compliance with University procedures.
- X. The ARSC course code prefix will be applied only to first-year experience seminars (Hullabaloo U), study abroad course holdings for reciprocal exchange students, or to interdisciplinary courses that are cross-listed with a departmental prefix. Interdisciplinary is defined as covering the knowledge domain of normal course content of more than one academic department.
- XI. The UIC shall operate under the following rules:
- A. A calendar of meetings and deadlines for a given academic year shall be circulated by the AD or DAO no later than July 15th. In some months, deadlines and meetings will occur a week earlier than listed below to accommodate UCC deadlines.
 - B. All curricular requests (new courses, course changes, course withdrawals, change in curricula, administrative changes, and special considerations) must be submitted via the Curricular Approval Request System (CARS). Non-curricular requests include informational items for the committee and topics for discussion by the committee at large and must be submitted via email to the AD or DAO by the agenda deadline.
 - C. All agenda items will be due at 9am on the second Monday of the month. Late items may be considered at the discretion of the chair and co-chair.
 - D. All members will be assigned a subset of CARS proposals to review in advance of the meeting. The reviews will be due by 5pm on the second Friday of the month.
 - E. The AD or DAO will distribute the agenda to all members by noon on the third Monday of the month.
- XII. The AD may elect to hold an electronic vote (e-vote) meeting when agenda items are minimal and there are no pending deadlines. An e-vote for a specific agenda item that

has an extremely tight deadline may also be used when deemed appropriate.

- XIII. The UIC may vote to postpone voting on an agenda item for various reasons (i.e., no representative present, support letters missing, extensive corrections to form or syllabus, etc.). It is the responsibility of the submitting department to resubmit the postponed item for reconsideration with the updates as requested by the committee.
- XIV. Curricular requests submitted for consideration must meet the following university UCC standards to be considered for approval.
- A. Syllabi submitted with curricular requests must adhere to and comply with the current university minimum syllabus requirements posted on the [UCC](#) website.
 - B. Curricular requests must include documented support from other affected academic units, even if they are within the College.
 - C. Curricular requests for stacked courses must include both an undergraduate and graduate version of the syllabus. In addition, the proposed stacked courses must meet the requirements listed in [FS 18.033](#).
- XV. Curricular requests for new courses must provide justification for determining the appropriate course level (see Appendix A).
- XVI. Curricular requests for non-traditionally delivered courses must demonstrate how the course learning outcomes and contact hours are appropriate for the course (i.e., equivalent to course learning outcomes and contact hours for a traditionally delivered course).
- A. Appendix B outlines the college's guidelines for determining appropriate student learning outcomes and contact hours for courses.
 - B. Each department is responsible for preserving documentation of how a non-traditionally delivered course is justified.

Related Statutes and Policies

- System Policy [11.03](#), Shortened Courses
- System Policy [11.06](#), Core Curriculum
- System Policy [11.10](#), Academic Program Requests
- Texas Administrative Code (TAC), Chapter 19, Part 1, Subchapter 4, Subchapter Q. [84.272](#)
- University SAP [03.02.02.M0.02](#), Policy and Procedure for Effecting Change in Academic Departmental Structure
- University Rule [11.03.99.M1](#): Definition of Credit Hour
- University SAP [11.99.99.MO.02](#): Substantive Change

Office of Responsibility: Associate Dean for Curriculum, Analytics, and Assessment,
College of Arts & Sciences

Appendix A

Standard Guidelines for Determination of Course Levels for New Course Proposals College of Arts & Sciences

In a College with undergraduate offerings as diverse and as rich as those in the College of Arts & Sciences at Texas A&M University, it is a daunting task to enumerate all criteria that each of our Departments and Programs can use to determine whether a course is defined as a lower- or upper-division course. Despite the challenge, these guidelines are set to standardize the assignment of new course proposals to lower division or upper division, to assist with course planning, and especially to assist in distinguishing lower division courses from upper division courses.

This document outlines, first, the distinction between lower-level and upper-level courses and the characteristics, and then a breakdown of the two levels into specific sublevels.

General Characteristics of Upper and Lower-Level Courses

Lower-division courses (100–299) generally have one or more of the following characteristics:

- **Introductory material:** Lower-division courses are designed with first- and second-year students in mind and include skills development.
- **Breadth:** Students gain some understanding of the extent of a field or discipline or learn how one field fits into or relates to other fields.
- **Foundational knowledge:** Students become acquainted with principles, terms, methods, and perspectives of a discipline or professional field, as a basis for more advanced or specialized study. These are foundational courses that majors are expected to complete in their first two years of study in the subject.
- **General education:** Students develop essential skills, attitudes, and practices (e.g., basics of critical thinking, communication, problem solving) which are important in many different fields of higher education and in learning for a lifetime.
- **Preparation:** Lower-division courses may assume some basic entry-level knowledge, such as high school preparation in the field, and serve as a preparation themselves for advanced work.

Upper-division courses (300–400) generally have one or more of the following characteristics:

- **Depth/Focus:** Students make in-depth study of a discipline’s theories and methods, developing an understanding of the applications and limitations of those theories. This may include skills mastery or initiation of advanced skill application.
- **Specialization:** Students develop specific intellectual and professional abilities that will enable them to succeed or progress in a particular field or professional practice.
- **Preparation:** These courses build upon lower-level foundational courses and presuppose several years of study in the field.
- **Refinement and Integration:** Students build upon the “general education” background noted above, applying these skills more discerningly or in more challenging contexts.

Upper-division courses have an integrative function. Because one of the primary goals of these courses is to integrate knowledge gained from earlier studies, these are necessarily offered at the upper-division level and typically limited to juniors and seniors or, in some cases, seniors only.

Appendix B

Shortened Course and Non-Traditional Course Equivalency: Departmental and College Processes

College of Arts & Sciences

Summary of Process for Determining Equivalency

1. The Undergraduate Curriculum Committee of each Department will review all new shortened and non-traditional format courses that they will offer in each semester, considering whether:
 - (a) the student learning outcomes
 - (b) the course contact hoursfor that course are equivalent to a traditionally offered course.
2. The full departmental faculty will be notified at the next faculty meeting.
3. The Department Head will review the evidence, which will be retained in the Department, and approve the equivalences in a cover memo to the College of Arts & Sciences Undergraduate Instruction Committee (UIC).
4. The memo will be submitted to the UIC in time for consideration at the November and March meetings.
5. The College's UIC will review the memoranda, discuss with each representative the evidence, and approve the equivalency request.