

College of Architecture
Academic Affairs Committee (AAAC)
Operating Procedures

- I. Membership shall consist of two representatives from each of the Departments in the College of Architecture (Architecture, Landscape Architecture and Urban Planning, Visualization and Construction Science); the Associate Dean of Undergraduate Programs (ex officio – tie breaker); the Director of Assessment and Learning (ex officio); and the Director of Student Services (ex officio).
- II.
 - A. All of the above shall be voting members.
 - B. The administrative assistant to the Associate Dean for Academic Affairs, or a designated representative, shall serve as AAAC Secretary but does not have voting privileges.
- III. The Associate Dean for Academic Affairs shall serve as chair and only vote as a tiebreaker.
- 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 Architecture Academic Affairs Committee (AAAC) shall review all curricular proposals for new or changed curriculum related to courses, minors, degrees, or certificates offered through the college and shall recommend appropriate policies to improve and develop academic programs.
- V. Voting - Items requiring a vote include new curricular program proposals, new courses, curricular program withdrawals, course withdrawals, change in curricular programs, change in courses, administrative changes, and 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, referred to an electronic vote (e-vote) prior to the deadline to submit to the TAMU Undergraduate Curriculum Committee (UCC) or Graduate Council (GC), or postponed to a certain time (later in the agenda or another meeting, see item IX herein).
- VI. The AAAC shall meet regularly at a convenient and regular time to ensure all members may attend. At least half (50 percent) of voting members, or designees of the voting members, must be in attendance to constitute a quorum. The program representative or designee must be present for agenda items from that program to be considered during the meeting.

- VII. Approval of research problem-based credit hours and temporary courses (e.g., 285; 485; 291; 491; 289; 489; 685; 689) do not require AAAC approval.
- VIII. The AAAC shall operate under these rules:
- A. Curricular requests (new courses, course changes, course withdrawals, change in curricula, creation of W, C, or core courses, administrative changes, and special considerations) must be submitted via the Curricular Approval Request System (CARS).
 - B. Courses entered in CARS will be presented and discussed at the next AAAC meeting after they have been approved by the Department Academic Affairs Committee; Department Head and reviewed by the Director of Assessment and Learning.
 - C. A vote may follow discussion at AAAC meeting.
- IX. The AAAC may vote to postpone voting on a curricular item for various reasons (e.g., no representative present, support letters missing, corrections to form/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.
- X. Curricular requests submitted for consideration must meet the following university 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 registrar's website (<https://registrar.tamu.edu/Our-Services/Curricular-Services/Curricular-Approvals/Course-Approvals#2-MinimumSyllabusRequirements>).
 - B. Syllabi submitted with curricular requests must include appropriate learning outcomes (as required in minimum syllabus requirements) that follow best practices whenever possible (<https://www.cmu.edu/teaching/designteach/design/learningobjectives.html>)
 - C. Curricular requests must include documented support from academic units affected by the curricular request that are outside of the College of Architecture.
 - D. Curricular requests for stacked courses must include both an undergraduate and graduate version of the syllabus. In addition, the proposed stacked courses must meet university requirements for stacked courses (see [FS.18.033](#)).
 - E. Curricular requests for new courses must provide justification for determining the appropriate course level (see Appendix A).
 - F. Curricular requests for non-traditionally delivered courses must provide justification for 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). Appendix B outlines the guidelines for determining appropriate student learning outcomes and contact hours for courses.

Related Statutes and Policies

System Policy 11.03, *Shortened Courses*

<http://policies.tamus.edu/11-03.pdf>

System Policy 11.06, *Core Curriculum*

<http://policies.tamus.edu/11-06.pdf>

System Policy 11.10, *Academic Program Requests*

<http://policies.tamus.edu/11-10.pdf>

Texas Administrative Code (TAC), Chapter 19, Part 1, Subchapter 4, Subchapter Q, §4.272

[http://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=4&rl=272](http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=4&rl=272)

University SAP 03.02.02.M0.02, *Policy and Procedure for Effecting Change in Academic Departmental Structure*

<http://rules-saps.tamu.edu/PDFs/03.02.02.M0.02.pdf>

University Rule 11.03.99.M1, *Definition of Credit Hour*

<http://rules-saps.tamu.edu/PDFs/11.03.99.M1.pdf>

University SAP 11.99.99.M0.02, *Substantive Change*

<http://rules-saps.tamu.edu/PDFs/11.99.99.M0.02.pdf>

Appendix A

College of Architecture Academic Affairs Committee

Guidelines for Determining Undergraduate Course Level for New Courses

For courses proposed in the College of Architecture, the undergraduate course level (100, 200, 300, 400) will be determined by either the (1) Prerequisite Tree Method or the (2) Learning Outcomes Method.

Prerequisite Tree Method

Course level can be justified by a course that requires prerequisites or that is a prerequisite for another course. For example, a new course that requires the completion of a 200-level course can be justified as a 300-level course, because the knowledge of the earlier course is required before taking the new course. Similarly, if a course is being created to fill in a knowledge gap that has been identified (e.g. our students are performing poorly in a 400-level course because they do not understand certain concepts), that course may be justified as a 300-level course. If a course is a co-requisite, it should be at the same level as the other co-requisite.

Further, consistent with university guidelines, we recognize that “admittance to upper-division” classes in a degree plan can be used as an appropriate justification for assigning a level of 300 or higher. A prerequisite of “junior/senior classification” is not adequate for assigning course level.

The College of Architecture will enforce the catalog prerequisites for all courses.

Learning Outcomes Method

If there are no prerequisites, course level may be determined based on the course learning outcomes listed in the syllabus. The course level is determined by the preponderance of learning outcomes for the course as they relate to Blooms taxonomy.

Bloom's Original Taxonomy	Bloom's Revised Taxonomy	Level of Knowledge/Skill
Knowledge	Remember	Novice
Comprehension	Understand	Novice/Developing
Application	Apply	Developing
Analysis	Analyze	Proficient
Synthesis	Evaluate	Proficient/Expert
Evaluation	Create	Expert

We define level of knowledge/skill as follows:

Novice (100 level courses): This is true introductory material. Novice courses may cover a large breadth of material.

Developing (200-level courses): Students are expected to begin comprehending profession appropriate concepts and applying them.

Proficient (300-level courses): This is the minimum level of knowledge that we expect of every College of Architecture student/particular major at graduation. We expect this to be our more challenging courses or the courses within a specific major that are taken after entry to upper level.

Expert (400-level courses): This is a level beyond that required of every Architecture student at graduation. We expect these to be our major-specific courses. Not all students will be experts in all of the majors, but we expect them to develop expertise within their major.

If using this method, the department proposing the course should categorize the learning outcomes listed in the course syllabus. We expect that most courses will have a mixture of outcomes/skill-levels. However, the course should be assigned a level that is appropriate based on categorization of the plurality of the outcomes. We expect lower-level courses will be primarily at the Novice and Developing levels, while upper-level coursework will be predominantly proficient or expert.

Course Level	Course outcomes are...
100-level	Plurality at the Novice level
200-level	Plurality at the Developing level
300-level	Plurality at the Proficient level
400-level	Plurality at the Expert level

Course-level Evaluation

All new courses should be assigned a course level number by the proposing department based on one of these two methods. The AAAC will review this criterion for every new course prior to committee vote and the related approval Associate Dean for Academic Affairs. Any changes to these guidelines will require a majority vote of the AAAC and approval by the Associate Dean for Academic Affairs. The UCC will be notified of any changes upon approval.

Course Approval Request System (CARS) Documentation

Departments will indicate their course level justification on the CARS course form. The approval of the CARS form by the AAAC Chair indicate that the college certifies the department has applied the college standard for assigning course level.

Appendix B
College of Architecture Academic Affairs Committee
Guidelines for Determining Appropriate Student Learning Outcomes
and Contact Hours for Courses

University Rule 11.03.99.M1 provides guidelines for determining student learning outcomes and contact hours for traditional face-to-face courses, distance education courses, hybrid courses, and shortened courses. The rule includes the following definitions.

- *Traditionally Delivered Course* – a term to describe a three-credit-hour, face-to-face course in which students and instructor meet at a regular time over a fifteen-week semester for a total of between 45-48 contact hours.
- *Shortened Face-to-Face Course* – a term to describe a three semester-credit-hour course in which students and instructor meet face-to-face at a regular time over a time period less than a fifteen-week semester for a total of between 45-48 contact hours.

The university considers any course that does not meet the definition of a traditionally delivered course as a non-traditionally delivered course.

- Non-traditionally delivered courses **INCLUDE** shortened online courses, hybrid courses, partial-term courses, study abroad courses, mini-mester courses, etc.
- Non-traditionally delivered courses **DO NOT INCLUDE** internship (e.g., typically x84), directed study (e.g., typically x85), special topics (e.g., typically x89) or research (e.g., typically x91) courses.

A department cannot schedule a course for non-traditional delivery unless the course has been approved for non-traditional delivery (see [University Rule 11.03.99.M1](#)).

In the College of Architecture, curricular requests for all courses must provide justification for how the student learning outcomes and contact hours for the course include an appropriate amount of student learning for the course. Departments will certify the appropriateness of learning outcomes and contact hours for courses using the following processes.

- I. Student Learning Outcomes
 - A. Department faculty members will review the syllabus, homework assignments, projects, case studies, papers, exams, and other required course deliverables for a proposed new course.
 - B. The department faculty members will consider whether the following are appropriate for the degree level, discipline, and weight in the student’s final grade for the proposed course.
 1. Time required for students to complete assigned learning activities and
 2. The qualitative and quantitative expectations for the students

- C. The department faculty members will ensure the student learning outcomes are appropriate for the proposed course.
- D. By submitting a Curricular Approval Request System (CARS) course form request for a new course, the department certifies that the student learning outcomes are appropriate for the proposed course.
 1. Traditionally delivered course – The CARS form does not explicitly ask the department to certify student learning outcomes for traditionally-delivered courses. However, by submitting the CARS course form for approval, the department certifies the student learning outcomes are appropriate (i.e., the justification below is implied).
 2. Non-traditionally delivered course – The department must provide a justification on the CARS form regarding the appropriateness of learning outcomes for a non-traditionally delivered course.
- E. Justification for CARS Form – The appropriate department and college committees reviewed the syllabus, homework assignments, projects, case studies, papers, exams, and other required course deliverables for the course. The committees considered whether the time required for students to complete assigned learning activities and whether the qualitative and quantitative expectations for the students were appropriate for degree level, discipline, and weight in the student’s final grade. Based on this evidence, the faculty concluded that the student learning outcomes are appropriate for the course.
- F. The AAAC will review the evidence collected by the department and approve the proposed new course request when they agree the student learning outcomes are appropriate for the proposed course.

II. Contact Hours

- A. Contact hours refer to the amount of work required for a student to earn credit for a course. One credit hour requires not less than “One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks ... or the equivalent amount of work over a different amount of time; or At least an equivalent amount of work ... for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.” (See University Rule 11.03.99.M1, [Sections 1.1 and 1.2](#)).
- B. The department faculty members will review the academic activities (University Rule 11.03.99.M1 provides a broad list of academic activities beyond direct faculty instruction) planned for the proposed new course.
- C. The department faculty members will ensure that the proposed course has a sufficient amount of structured academic activities requiring students to complete an appropriate amount of work to earn credit for the proposed course.

- D. By submitting a Curricular Approval Request System (CARS) course form request for a new course, the department certifies that the contact hours are appropriate for the proposed course.
1. Traditionally delivered course – The CARS form does not explicitly ask the department to certify contact for traditionally-delivered courses. However, by submitting the CARS course form for approval, the department certifies the contact hours are appropriate (i.e., the justification below is implied).
 2. Non-traditionally delivered course – The department must provide a justification on the CARS form regarding the appropriateness of the contact hours for a non-traditionally delivered course.
- E. Justification for CARS Form – The appropriate department and college committees reviewed the academic activities, which require active faculty engagement with the students. In their review, the committees considered whether the academic activity was required and structured and whether the total set of academic activities included a sufficient amount of work for student credit. Based on this evidence, the faculty concluded that contact hour requirements are appropriate for the course.
- F. The AAAC will review the evidence collected by the department and approve the proposed new course request when they agree the student learning outcomes are appropriate for the proposed course.