

Procedures for Review of Courses Nominated to Satisfy Core Curriculum Requirements

Core curriculum courses hold a unique place in the university because they form the foundation of a broad education for students in all disciplines. They must serve the needs of the entire university in addition to the needs of individual programs. All members of the university have a vested interest in the curriculum, standards and instructional effectiveness of core courses. The Core Curriculum Committee acts as the gatekeeper that insures the excellence and integrity of UTD's Core Curriculum.

Core Course Approval Procedure

1. The Core Curriculum Committee will publish and distribute an announcement to all schools soliciting proposals for courses that are nominated to satisfy Core Curriculum (CC) requirements. The announcement will contain: (a) the CC Committee's conceptual specifications for each component of the CC, (b) a list of materials to be included in the proposal and (c) a deadline for submission of proposal materials. Announcement deadlines will be consistent with the catalog revision cycle.
2. The administrators of degree programs will submit to the CC Committee all requested materials by the deadline.
3. The CC Committee will distribute copies of proposal materials to all schools (via College Masters and Deans) for review. Schools shall have at least 6 working days to review such materials prior to the scheduled open hearing.
4. The CC Committee will hold open hearings to solicit advice from all interested parties in the university. Announcements of the dates, times and location of open hearing will be made at least 11 working days prior to the meetings.
5. After deliberation, the CC Committee will vote to accept, reject or recommend revise/resubmit (pending specific recommendations) each proposed course; a majority of the voting members of the committee is required to arrive of one of these three outcomes. In the case of votes favoring revise/resubmit, the committee will also vote on whether another open hearing is necessary as part of the subsequent evaluation process.

Application Materials (see attached example)

1. Course title, course prefix-number, and catalog description.
2. Is this a New or Renewal application?
3. Name, phone and campus mail address of program contact person.
4. Specification of the component of the Core Curriculum the course is nominated to satisfy.
5. Narrative statement of the scope and purpose of the course, including an explanation of the ways that the course satisfies the conceptual objectives of the CC component.
6. The Texas Common Course Numbering System number for the course OR an explanation for why it is necessary for UTD to offer a course that is not readily transferable at the lower division.
7. A course syllabus that contains at least the following information:
 - Necessary student background or prerequisite course work.
 - Formats of instruction and estimate of proportion of each format (. e.g., 50% lecture, 25% discussion, and 25% lab).
 - Listing by dates (or by weeks into the semester) of required reading, homework, exams, paper due dates, etc.
 - Explanation of formula/method of assigning final grades.
8. Approximate number of students enrolled (average and range) in each section and how often per week sections will meet.
9. Minimum qualifications of instructors.
10. Methods used by school to evaluate the effectiveness of the course curriculum.
11. Methods used by the school to evaluate the effectiveness of instructors.
12. Mechanism of feedback about course and instructor effectiveness.

March 26, 1999

To: All Deans, Program Heads and College Masters
From: Duane Buhrmester, Chair of UTD Core Curriculum Committee
Re: Request for courses proposed to fulfill new (pending Senate approval) Core Curriculum requirements

The Core Curriculum Committee (CCC) forwarded CEP recommended changes in UTD's Core Curriculum that will bring UTD into compliance with Coordinating Board Regulations stemming from Senate Bill 148. CEP has approved those recommendations and is forwarding them to the Faculty Senate. CEP has asked the CCC to review and make recommendations about specific UTD courses that will satisfy "new" components of the proposed Core. Specifically, at this time CCC is soliciting **lower-division courses** proposed to fulfill 3 hours of the Communication component (other than Rhet 1301), 3 hours of the **Visual and Performing Arts** component, and 3 hours of the **Social and Behavioral Science** component.

Review Time Table:

Proposal deadline: 5:00 pm, Thursday April 1

Open hearing: 9:00 am, Friday April 9

Two documents are enclosed. The first is the conceptual description of the component requirements of the proposed Core Curriculum. We are only reviewing proposals for lower-division courses nominated to satisfy sections A, D and E at this time. The second document outlines the procedures the CCC has adopted to review course proposals and the materials that each proposal must contain. Please submit **10 copies of all requested materials** to Duane Buhrmester, GR 4.532, by not later than **5:00 pm, Thursday April 1**. (The committee is working under State deadlines and needs to complete its work by April 21.)

The CCC will distribute copies of all proposal materials to school deans and college masters on Friday, April 2 for review by interested administrators, faculty and students.

The CCC will hold open hearings to solicit advice from all interested parties on **Friday, April 9th at 9:00 am in MP 3.206**. Programs that are submitting proposals should have a representative present to answer questions. At the conclusion of the hearings, the CCC will vote on proposals.

If you have any questions, please contact Duane Buhrmester at *2352 or buhrmest@utdallas.edu.

Proposed UTD Core Curriculum: 42 hours

A. Communication (6 hours)

English Rhetoric and Composition (6 hours): At least one course that requires student to learn to communicate effectively in clear and correct prose and to master several modes of writing, including descriptive, expository, narrative and self-expressive. Other courses may require students to master more specific forms of writing tailored to the professional standards in their major field of study. All courses require that students write, received detailed feedback about, and revise at least 15 double-spaced pages.

B. Mathematics and Quantitative Methods (6 hours)

College Math (3 hours): Requires students to master the formal principles of algebra or calculus at a level higher than high school algebra II.

Quantitative Methods (3 hours): Requires students to master logical reasoning and inference; the application of mathematical concepts; statistical methods; or formal principles of algebra, calculus or advanced mathematics beyond the College Math requirement.

C. Natural Science (9 hours)

Science (9 hours): Introductory or foundations-level treatment of fields of inquiry in the natural sciences.

Laboratory Science: At least one course must have a substantial laboratory component.

D. Humanities and Fine Arts (6hours)

Visual and Performing Arts (3 hours): Introductory or foundations-level treatment of one or more of the visual or performing arts.

Humanities (3 hours): Introductory or foundations-level treatment of literature, philosophy, cultural studies, modern language or classic language.

E. Social and Behavioral Sciences (15 hours)

U.S. and Texas History (6 hours): Courses in United States and Texas history that satisfy state law.

U.S. and Texas Government and Politics (6 hours): Courses that satisfy state law requiring 6 semester hours or the equivalent in government or political science that include consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on the Texas Constitution.

Social and Behavioral Science (3 hours): Introductory- or foundation-level treatments of any one or combination of topic areas dealing with the scientific inquiry of human behavior and social systems at the level of individuals, groups, societies, political systems, economic systems, management systems or cultures. Approaches topics from a scientific perspective rather than a historical, philosophical, or applications perspective.

Core Curriculum Course Proposal (4-15-99)

1. PSY 2301 Mind and Behavior
(3 semesters hours) An overview of the studies of the mind carried out by means of the systematic observation of human behavior and development from a variety of approaches. These approaches range from cognitive science with its study of perception, cognition, memory, language and thought to studies of persons in social context involving relationships, motivations and emotions, personality abnormal patterns of thought and behavior, and cultural differences.
2. New proposal
3. Duane Buhrmester, 2352, GR4.1
4. Social and Behavioral Science
5. This course introduces students to the science of psychology. It provides an overview of theories, findings, and research methods in the study of human behavior and cognition. The course combines a lecture format with discussion section in which class exercises illustrate design and data collection in psychological research. The course is an introductory-level treatment of a major field social/behavioral science, and this satisfies the objectives of the Social and Behavioral component of the Core Curriculum.
6. PSY 2301
7. See attached syllabus.
8. One section each semester during the fall and spring. Monday and Wednesday lectures and Friday discussion sections. Enrollment averages 80 students (range 30 to 120), with discussion sections averaging 18 students (range 5 to 25).
9. Over the past five years, the course has almost always been team-taught by two senior tenure-track faculty. Minimum qualifications are masters degree in psychology or related field, or equivalent level in our doctoral training program in Human Development and Communication Science.
10. Each semester Deans and Program Head review student ratings of course challenge and usefulness. Periodically, the SHD Teaching Effectiveness Committee conducts a full review of the course that includes a 3-person committee evaluation of course curriculum, exams, grading, and student ratings.
11. Each semester Deans and Program Head review grade distributions and student ratings of instructor effectiveness. Periodically, the SHD Teaching Effectiveness Committee conducts a full review of the course that includes class observations and a 3-person committee evaluation of instructor effectiveness, exams, grading, and student ratings.
12. When the Teaching Effectiveness Committee reviews the course, the committee provides a written report to the instructor, Deans and Program Head that contains constructive criticism and suggestions. Each semester instructors receive via the College Master copies of student ratings and comments.