

**Annual Report**  
Core Curriculum Committee  
8/29/99

The Academic Senate appointed the following regular voting members to the Core Curriculum Committee (CCC) for the 1998-1999 academic year: Duane Buhrmester (HD; Chair), Dale Byrne (CS/EE), Milton Cohen (A&H; Vice Chair), Rod Heelis (NS&M), B.P.S. Murthi (SOM), Paul Tracy (SS) and Ron Yasbin (NS&M). In addition, Mike Coleman (Undergraduate Dean) served as an ex-officio member, Priscilla Beadle (Vice Provost) attended fairly regularly as a representative of the Provost's office, and Liz Salter (GS) was asked to attend as a non-voting member to represent the interests of the School of General Studies.

The main charge given by the Academic Senate to the CCC was to review UTD's General Education Requirements and formulate recommendations to bring them in compliance with the Texas State Higher Education Coordinating Boards regulations stemming from Senate Bill 148 (see Attachment). Over the course of the year, the committee held over 15 two-hour meetings to complete this charge. The first phase of the CCC's work included the following:

1. Carefully digested, clarified and considered the implications of the State Core Curriculum Rules.
2. Identified areas of mandated change in UTD's current Core.
3. Identified areas of desired change in our current Core by soliciting input from the University Faculty.
4. Considered the procedural process through which Core Curriculum decisions should be made.
5. Surveyed current and proposed core requirements of other universities and community colleges.
6. Considered the pedagogical soundness of all possible combinations of changes.
7. Considered the implications of all possible combinations of changes for each major and school.
8. Considered the implications of all possible combinations of changes for recruiting freshmen and transfer students.
9. Formulated recommendations for procedures and jurisdictions dealing with Core Curriculum decisions.
10. Formulated recommendations for the distribution of components in the new Core Curriculum.
11. Formulated recommendations for the specific courses that satisfy the new Core Curriculum.

These meetings resulted in a report submitted to the Counsel of College Masters, the Committee on Educational Policy (CEP), and eventually to the Academic Senate. The report contained two parts. The first part outlined a set of guiding assumptions and recommendations concerning policies and procedures related to adopting and reviewing the undergraduate core curriculum. The second part presented a conceptual definition of a modified Core Curriculum proposed for adoption in the fall of 1999 (see Attachment).

The College Masters, CEP and the Academic Senate subsequently unanimously endorsed the report and recommendations. Based on recommendations contained in the report, the Academic Senate voted to change the charge of the CCC so that it had direct authority over the review and approval of all courses offered to fulfill the conceptual components of the new Core Curriculum (see Attachment).

Pursuant to this revised charge, the CCC solicited from all the schools proposals for courses to satisfy the "new" components of Core Curriculum (see Attachment). (For those components of the Core that were essentially identical to components of the old General Education Requirements, course approval was grandfathered for one year; these courses will be reviewed for continued approval during the 1999-2000 academic year.) The CCC received and reviewed 33 course proposals, approving 29 and denying 4. The CCC finally produced a master list of courses that satisfy the core curriculum starting in the fall of 1999 (see Attachment).

# **Texas State Coordinating Board Regulations for Implementing Senate Bill 148**

## **CHAPTER 5 PROGRAM DEVELOPMENT**

### **Subchapter S. CORE CURRICULUM TRANSFER AND FIELD OF STUDY CURRICULA**

#### **Section**

- 5.390. General Provisions.
- 5.391. Requirements and Limitations.
- 5.392. Penalty for Noncompliance with Transfer Rules.
- 5.393. Resolution of Transfer Disputes for Lower-Division Courses.
- 5.400. Definitions.
- 5.401. General Provisions.
- 5.402. Core Curriculum.
- 5.403. Core Curriculum Larger than 42 Semester Credit Hours.
- 5.404. Criteria for Evaluation of Core Curricula.
- 5.405. Field of Study Curricula.

#### **5.390. General Provisions.**

All lower division academic courses shall be fully transferable among public institutions and must count toward the same degree at any public college or university in Texas.

#### **5.391. Requirements and Limitations.**

(a) Each institution of higher education shall identify in its undergraduate catalog each lower division course that is substantially equivalent to an academic course listed in the current edition of the "Community College General Academic Course Guide Manual."

(b) Each university must identify at least 45 semester credit hours of academic courses that are substantially equivalent to courses listed in the "Community College General Academic Course Guide Manual" including those that fulfill the lower-division portion of the institution's Core Curriculum.

(c) All public colleges and universities must accept transfer of credit for successfully completed courses identified in (a) and (b) above as applicable to an associate or baccalaureate degree in the same manner as credit awarded to non-transfer students in that major.

(d) Each institution shall be required to accept in transfer into a baccalaureate degree the number of lower division credit hours in a major which are allowed for their non-transfer students in that major; however,

(1) No institution shall be required to accept in transfer more credit hours in a major than the number set out in the applicable Coordinating Board approved Transfer Curriculum for that major, as prescribed by the current issue of the Coordinating Board's guide to transfer curricula and transfer of credit, Transfer of Credit Policies and Curricula.

(2) In any major for which there is no Coordinating Board approved Transfer Curriculum, no institution shall be required to accept in transfer more lower division course credit in the major applicable to a baccalaureate degree than the institution allows their non-transfer students in that major.

(3) A university may deny the transfer of credit in courses with a grade of "D" as applicable to the student's field of study courses, core curriculum courses, or major.

(e) All senior institutions of higher education in Texas shall provide support services for transfer students equivalent to those provided to non-transfer students regularly enrolled at the institutions, including an orientation program for transfer students equivalent to that provided for entering freshman enrollees.

(f) No university shall be required to accept in transfer or toward a degree, more than sixty-six (66) semester credit

hours of academic credits earned by a student in a community college. Universities, however, may choose to accept additional credit hours.

#### 5.392. Penalty for Noncompliance with Transfer Rules.

If it is determined by the Coordinating Board that an institution inappropriately or unnecessarily required a student to retake a course that is substantially equivalent to a course already taken at another institution, in violation of the provisions of section 5.391, above, formula funding for credit hours in the repeated course will be deducted from the institution's appropriations.

#### 5.393. Resolution of Transfer Disputes for Lower-Division Courses.

(a) The following procedures shall be followed by public institutions of higher education in the resolution of credit transfer disputes involving lower-division courses:

(1) If an institution of higher education does not accept course credit earned by a student at another institution of higher education, the receiving institution shall give written notice to the student and to the sending institution that transfer of the course credit is denied. A receiving institution shall also provide written notice of the reasons for denying credit for a particular course or set of courses at the request of the sending institution.

(2) A student who receives notice as specified in Subsection (1) may dispute the denial of credit by contacting a designated official at either the sending or the receiving institution.

(3) The two institutions and the student shall attempt to resolve the transfer of the course credit in accordance with Board rules and guidelines.

(4) If the transfer dispute is not resolved to the satisfaction of the student or the sending institution within 45 days after the date the student received written notice of denial, the institution that denies the course credit for transfer shall notify the Commissioner of its denial and the reasons for the denial.

(b) The Commissioner of Higher Education or the Commissioner's designee shall make the final determination about a dispute concerning the transfer of course credit and give written notice of the determination to the involved student and institutions.

(c) Each institution of higher education shall publish in its course catalogs the procedures specified in subsections (a), (b), (d), and (e) of this section.

(d) The Board shall collect data on the types of transfer disputes that are reported and the disposition of each case that is considered by the Commissioner or the Commissioner's designee.

(e) If a receiving institution has cause to believe that a course being presented by a student for transfer from another school is not of an acceptable level of quality, it should first contact the sending institution and attempt to resolve the problem. In the event that the two institutions are unable to come to a satisfactory resolution, the receiving institution may notify the Commissioner of Higher Education, who may investigate the course. If its quality is found to be unacceptable, the Board may discontinue funding for the course.

#### 5.400. Definitions.

The following words and terms, when used in this subchapter, shall have the following meanings, unless the context clearly indicates otherwise:

(1) Core Curriculum - the curriculum in the liberal arts, humanities, sciences, and political, social, and cultural history, that all undergraduates of an institution of higher education are required to complete before receiving a baccalaureate degree.

(2) Field of Study Curriculum - a set of courses that will satisfy the lower-division requirements for a baccalaureate degree in a specific academic area at a general academic teaching institution.

(3) "Consistent with the "Texas Common Course Numbering System (TCCNS)" - a lower-division course that meets one of three conditions:

(A) it has an assigned a TCCNS number;

- (B) a TCCNS number has been requested for the course; or
- (C) the institution which offers the course has specified at least one TCCNS course that will be accepted in transfer in lieu of the course.

#### 5.401. General Provisions.

- (a) Nothing in this subchapter restricts the authority of an institution of higher education to adopt its own admission standards in compliance with this section or its own grading policies so long as it treats transfer students and native students in the same manner.
- (b) Institutional policies regarding acceptance of credit for correspondence courses, credit-by-examination, and other credit-earning instruments must be consistent with Southern Association of Colleges and Schools' guidelines and must treat transfer students and native students in the same manner.
- (c) This subchapter applies specifically to academic courses and degree programs, and does not apply to technical courses or degree programs.

#### 5.402. Core Curriculum.

- (a) In accordance with Texas Education Code, Chapter 61, Subchapter S, each general academic institution and community/technical college shall design and implement a core curriculum, including specific courses composing the curriculum, of no less than 42 lower- division semester credit hours. No institution may require a core curriculum of more than 42 semester credit hours without Board approval.
- (b) Each institution's core curriculum must be designed to satisfy the exemplary educational objectives specified for the component areas of the "Core Curriculum: Assumptions and Defining Characteristics" adopted by the Board; all lower-division courses included in the core curriculum must be consistent with the "Texas Common Course Numbering System"; and must be consistent with the framework identified in Charts I and II of this subsection. Chart I specifies the minimum number of semester credit hours required in each of five major component areas that a core curriculum must include (with sub-areas noted in parentheses). Chart II specifies options available to institutions for the remaining 6 semester credit hours.
- (c) Institutions shall begin to honor student transfer of core courses and core curricula beginning in fall 1998, and must implement the core curriculum requirement by fall 1999.
- (d) If a student successfully completes the 42 semester credit hour core curriculum at an institution of higher education, that block of courses may be transferred to any other institution of higher education and must be substituted for the receiving institution's core curriculum. A student shall receive academic credit for each of the courses transferred and may not be required to take additional core curriculum courses at the receiving institution unless the board has approved a larger core curriculum at that institution.
- (e) A student concurrently enrolled at more than one institution of higher education shall follow the core curriculum requirements in effect for the institution at which the student is classified as a degree-seeking student.
- (f) Except as specified in (g), a student who transfers from one institution of higher education to another without completing the core curriculum of the sending institution shall receive academic credit within the core curriculum of the receiving institution for each of the courses that the student has successfully completed in the core curriculum of the sending institution. Following receipt of credit for these courses, the student may be required to satisfy the remaining course requirements in the core curriculum of the receiving institution.
- (g) Each student must meet the minimum number of semester credit hours in each component area; however, an institution receiving a student in transfer is not required to accept component core course semester credit hours beyond the maximum specified in a core component area.
- (h) An institution may include within its core curriculum a course or courses that combine exemplary educational objectives from two or more component areas of the exemplary educational objectives defined in this section.
- (i) Each institution must note core courses on the transcript of students as recommended by the Texas Association of Collegiate Registrars and Admissions Officers.

(j) Each institution must publish and make readily available to students its core curriculum requirements stated in terms consistent with the "Texas Common Course Numbering System."

		<b>CHART I</b>			<b>CHART II</b>
Component Areas		Required 36 Semester Hours Distributed as Follows:			Select 6 Additional Semester Hours from Following to Complete 42 hours
	Code		Code		
Communication	010	6 hours English rhetoric/composition	011		Up to 6 hours Composition, speech, modern language/communication skills*
Mathematics	020	3 hours Logic, college-level algebra equivalent, or above	021		Up to 3 hours Finite math, statistics, calculus or above
Natural Science	030	6 hours Natural science	031		Up to 3 Natural science
Humanities	040	3 hrs Literature, philosophy, modern or classic language/literature and cultural studies**	041		Up to 3 Literature, philosophy, modern or classic language/literature and cultural studies**
Visual/Performing Arts	050	3 hrs Visual/performing arts	051		Up to 3 Visual/performing arts
History	060	6 hrs U.S. History			
Political Science	070	6 hrs Political Science			
Social & Behavioral Sciences	080	3 hrs Social/Behavioral Science			
Institutionally Designated Option			090		Up to 3 May include additional hours from the categories listed above, computer literacy, health/wellness, kinesiology, capstone or interdisciplinary courses, etc.
		36 hrs Total Required			6 hrs Additional to 42 hrs Total

#### 5.403. Core Curricula Larger than 42 Semester Credit Hours

(a) An institution may adopt, without Board approval, a core curriculum under this subchapter in excess of 42 semester credit hours, but not more than 48 semester credit hours, if the courses in excess of 42 semester credit hours are selected from the first five component areas of Chart II of Section 5.402 (excluding the Institutionally Designated Option) and are approved by the institution's governing board.

(b) The Board will consider approval of a core curriculum in excess of 48 semester credit hours, or a core curriculum of more than 42 semester credit hours but not greater than 48 semester credit hours, with courses selected from component areas other than the first five component areas of Chart II of Section 5.402 if:

- (1) It has been previously approved by the institution's governing board;
- (2) The institution has provided to the Board a narrative justification of the need and appropriateness of a larger core curriculum that is consistent with its role and mission; and
- (3) No proposed upper-division core course is substantially comparable in content or depth of study to a lower-division course listed in the "Texas Common Course Numbering System."

#### 5.404. Criteria for Evaluation of Core Curricula.

(a) Each institution must review and evaluate its core curriculum at intervals specified by the board and shall report the results of that review to the Board. The evaluation should include:

- (1) the extent to which the curriculum is consistent with the elements of the core curriculum recommended by the Board;
- (2) the extent to which the curriculum is consistent with the "Texas Common Course Numbering System";

(3) the extent to which the curriculum is consistent with the elements of the core curriculum component areas, intellectual competencies, and perspectives as expressed in "Core Curriculum: Assumptions and Defining Characteristics" adopted by the Board; and

(4) the extent to which the institution's educational goals and the exemplary educational objectives of the core curriculum recommended by the Board are being achieved.

(b) Each institution's evaluation report must contain the following:

(1) a table that compares the institution's core curriculum with the core component areas and exemplary educational objectives of the core curriculum recommended by the Board;

(2) a brief description of the purpose and substance of the institution's core curriculum;

(3) a description of the processes and procedures used to evaluate the institution's core curriculum; and

(4) a description of the ways in which the evaluation results are utilized to improve the core curriculum at the institution.

#### 5.405. Field of Study Curricula.

(a) If a student successfully completes a field of study curriculum developed by the Board, that block of courses may be transferred to a general academic teaching institution and must be substituted for that institution's lower-division requirements for the degree program for the field of study into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred.

(b) A student who transfers from one institution of higher education to another without completing the field of study curriculum of the sending institution shall receive academic credit in the field of study curriculum of the receiving institution

for each of the courses that the student has successfully completed in the field of study curriculum of the sending institution. Following receipt of credit for these courses, the student may be required to satisfy the remaining course requirements in the field of study curriculum at the receiving institution.

(c) A student concurrently enrolled at more than one institution of higher education shall follow the field of study curriculum requirements of the institution at which the student is classified as a degree-seeking student.

(d) Each institution must review and evaluate its procedures for complying with field of study curricula at intervals specified by the Board and shall report the results of that review to the Board.

## Core Curriculum Committee Report

### Core Curriculum Guiding Assumptions and Recommendations 3/3/99

Basic Guiding Assumptions. The Core Curriculum (CC) is intended to insure that all students earning a bachelor degree at UTD are broadly educated and have demonstrated mastery of essential fundamental concepts and skills deemed to be essential for a well-rounded higher education. Because the CC is required of all students at UTD, the CC is the “property” of the University faculty as a whole and the faculty governance organization that is charged with overseeing its implementation. No part of the CC falls solely under the jurisdiction of any specific school or program.

Specification of Component Areas of CC. The CC must conform to the Texas State Coordinating Board regulations pertaining to Senate Bill 148. Within the latitude provided by Coordinating Board regulations, UTD’s CC should be consistent with the unique mission of the University. For the purpose of defining the CC, the advisory committee assumed that UTD’s unique mission is to provide exemplary education for native four-year and transfer students in all fields of study represented at UTD and to address the regional and national need for higher education in technology and science.

Rather than defining the CC in terms of list of specific courses, the advisory committee defined each component of the CC in conceptual terms. The advisory committee proposed ***that a standing committee should review and approve the specific courses*** that satisfy the spirit of the required components (see below). As such, the advisory committee attempted to define components in enough conceptual detail to guide decision-making processes of the standing committee.

Recommended Procedures for Review and Approval of Courses to Satisfy a CC Component Area. A duly constituted standing committee representing all academic facets of the university should be charged with determining the nature of the CC requirements and the suitability of particular courses that are designed to satisfy those requirements. ***The core curriculum advisory committee strongly recommends that this standing committee have authority over core curriculum issues and that it reports directly to the Academic Senate.***

Only courses approved by this standing committee should satisfy CC requirements. Each course considered for approval should be thoroughly reviewed for approval by the standing committee. It should be the responsibility of each program to submit all materials necessary for approval review. The standing committee should approve only those courses whose objectives, practices and the qualifications of the instructors conform to the conceptual definition of the component area requirements. Approval of courses should be for a specified period of time. The effectiveness of all courses satisfying a CC component should be reviewed regularly by the standing committee. Based on this review, courses may or may not receive renewed approval.

Recommended Guidelines for Approving Courses. In keeping with Senate Bill 148, courses in the CC must demonstrate exemplary educational objectives and be executed with exemplary educational practices. The goal of each course in the CC should be to insure that students master the fundamentally essential concepts and skills of the component area. As such, the course should not be narrow, particularistic or idiosyncratic. More than one course may be specified to satisfy a specific CC component. At least one lower-division course that is listed in the Texas State Common Course Numbering System must be specified to satisfy a component requirement. Upper-division courses may also be specified. For each component area, the selection of approved courses should consider the different needs of students whose major field of study falls within and outside the component area. For example, separate options for majors and non-majors might be specified.

## Core Curriculum Committee Report

### Conceptual Components of Fall 1999 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, receive 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 (6 hours)

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.



## CHARGE

### COMMITTEE ON THE CORE CURRICULUM

The Committee on the Core Curriculum is a standing, concurrent committee of the Academic Senate regarding University-wide requirements for students seeking entrance to a baccalaureate degree from The University of Texas at Dallas.

The Committee is charged to evaluate and make recommendations to the Academic Senate regarding the University-wide General Education curriculum and its implications in terms of academic requirements for undergraduate admission and graduation, including transfer admission requirements. The Committee reviews and approves the suitability of particular U.T. Dallas courses that are submitted as designed to satisfy the University's core curriculum requirements and identifies those lower division courses offered by other Texas colleges and Universities that will substitute for each U.T. Dallas core course. The Committee also monitors changes in state law and rules of the Texas Higher Education Coordinating Board to ensure that U.T. Dallas requirements are in compliance with statewide requirements for core curriculum.

The Committee on the Core Curriculum shall act as the originator and developer of proposals regarding the core curriculum, just as the Faculty of the various Programs and Schools act regarding their majors' curricula and prerequisites. In so doing, the Committee on the Core Curriculum shall seek advice from all interested parties in the University.

By November 1, the Chair of the Committee will provide the Speaker of the Faculty with a copy of the agenda established by the Committee for its work during the academic year.

Annually, but no later than August 31, the Chair of the Committee will provide the Speaker of the Faculty with a written report for the Academic Senate of the Committee's activities for the prior academic year.

The Committee is composed of seven voting members appointed from the voting membership of the General Faculty (as defined in Title III, Chapter 21, Section I.B.1. of The University of Texas at Dallas Handbook of Operating Procedures). Committee membership will be distributed across all seven schools. The Dean of Undergraduate Studies and Director of Admissions and Registration serve as a non-voting, ex officio members. The Chair of the Committee on Educational Policy serves as ex officio member, with vote on the Core Curriculum Committee. Four non-voting members are degree-seeking undergraduates including one lower-division student and one upper-division transfer student. The Chair of the Committee serves ex officio, with vote, on the Committee on Educational Policy. The Provost and Vice President for Academic Affairs serves as the Responsible University Official.

Unless specified otherwise in this charge, Committee members are appointed to two-year terms, and the Chair and Vice Chair are appointed annually. The terms for appointed members shall be staggered so that no more than one-half of the terms expire in any one year. Members may be reappointed by the President for additional terms upon nomination of the Academic Council. If for any reason a Committee member resigns, the President, upon nomination of the Academic Council, shall appoint another individual to serve the remainder of the unexpired term.

## Procedures for Initial 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 14 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.

### Proposal Materials

1. Course title, course prefix-number, and catalog description.
2. Name, phone and campus mail address of program contact person.
3. Specification of the component of the Core Curriculum the course is nominated to satisfy.
4. 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.
5. 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.
6. 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.
7. Approximate number of students enrolled (average and range) in each section and how often per week sections will meet.
8. Minimum qualifications of instructors.
9. Methods used by school to evaluate the effectiveness of the course curriculum.
10. Methods used by the school to evaluate the effectiveness of instructors.
11. Mechanism of feedback about course and instructor effectiveness.



Minutes of the Core Curriculum Committee Open Hearing, April 23th  
 Committee Present: Buhrmester, Byrne, Cohen, Coleman (non-voting), Heelis, Tracy, Yasbin, Salter  
 Absent: Murthi

After input from guests and discussion among committee members, the following votes were taken to approve, deny or defer each of the following courses.

CC Component	School	Course Pre-Num	Title	Vote*			Status
				Y	N	A	
Science	NS&M	BIO 13XX	The Microbial World with Lab	7	0	0	approved
Science	NS&M	BIO 13XX	Body Systems with Lab	7	0	0	approved
Science	NS&M	BIO 12XX	Issues in Biootechnology	7	0	0	approved

\* Y = approve, N = deny, A = abstain

Minutes of the Core Curriculum Committee Open Hearing, April 9th

Committee Present: Buhrmester, Byrne, Cohen, Coleman (non-voting), Heelis, Tracy, Yasbin, Salter, Stuart (non-voting)

Absent: Murthi

After input from guests and discussion among committee members, the following votes were taken to approve, deny or defer each of the following courses.

CC Component	School	Course Pre-Num	Title	Vote*			Status
				Y	N	A	
Communication	A&H	RHET 1300	Introductory Rhetoric	7	0	0	approved
Vis & Per Arts	A&H	AP 1301	Exploration of Art	7	0	0	approved
Soc & Beh Sci	HD	CGS 2401	Cognitive Science	7	0	0	approved
Soc & Beh Sci	HD	PSY 1390	Journey of Life	7	0	0	approved
Soc & Beh Sci	HD	PSY 2301	Mind and Behavior	7	0	0	approved
Soc & Beh Sci	SS	ECO 2301	Introduction to Macroeconomics	7	0	0	approved
Soc & Beh Sci	SS	ECO 2302	Introduction to Microeconomics	7	0	0	approved
Soc & Beh Sci	SS	GEOG 2301	Social Relations and Spatial Organization	7	0	0	approved
Soc & Beh Sci	SS	SOC 1301	Introduction to Sociology	7	0	0	approved

\* Y = approve, N = deny, A = abstain

Minutes of the Core Curriculum Committee Open Hearing, May 14<sup>th</sup>

Committee Present: Buhrmester, Byrne, Heelis, Hoffman, Tracy, Yasbin, Salter, Stuart (non-voting)

Absent: Cohen, Murthi and Coleman

Guests: Teresa Towner, Ali Hooshyar, Larry Ammann, Ivor Robinson and John Van Ness

After input from guests and discussion among committee members, the following votes were taken to approve, deny or defer each of the following courses.

CC Component	School	Course Pre-Num	Title	Vote*			Status
				Y	N	A	
Quant Methods	SS	SOC 3303	Social Statistics	6	0	1	approved
Quant Methods	A&H	HST 3392	Reason, Reasoning and Logic				deferred
Vis & Per Arts	A&H	AP 2310	Survey of Art History	7	0	0	approved
Vis & Per Arts	A&H	AP 3322	Music in Historical Context	7	0	0	approved
Vis & Per Arts	A&H	AP 3331	Understanding Art	7	0	0	approved
Vis & Per Arts	A&H	AP 3335	The Creative Process	7	0	0	approved
Vis & Per Arts	A&H	AP 3343	Fundamentals of Music	7	0	0	approved
Soc & Beh Sci	GS	ISGS 4338	Native American Cultures	6	0	1	approved
Soc & Beh Sci	GS	AMS 4379	Introduction to North American Archaeology	4	0	2	approved
Soc & Beh Sci	HD	PSY 3334	Psychology of Gender (new title)	7	0	0	approved
Soc & Beh Sci	HD	PSY 4331	Social Psychology	7	0	0	approved
Soc & Beh Sci	HD	PSY 3338	Adolescence	5	1	0	approved
Soc & Beh Sci	HD	PSY 4334	Lifespan Development	7	0	0	approved
Soc & Beh Sci	HD	PSY 4346	Human Sexuality	0	6	1	denied
Soc & Beh Sci	HD	PSY 43XX	Psychology in the Workplace	6	0	1	approved
Soc & Beh Sci	SS	CJS 3303	Introduction to Criminal Justice	6	0	1	approved
Soc & Beh Sci	SS	CJS 3361	Crime and Justice Policy	6	0	1	approved
Soc & Beh Sci	SS	ECO 4363 (NEW)	Technology, Economy and Society (new)	0	7	0	denied
Soc & Beh Sci	SS	ISSS 3347	The World's Advanced Economies (new title)	1	6	0	denied
Soc & Beh Sci	SS	SOC 2301	Race, Gender Class	7	0	0	approved
Soc & Beh Sci	SOM	BA 3361	Organizational Behavior	5	1	1	approved

\* Y = approve, N = deny, A = abstain

Component Requirement	Lower-Division Course Number	Lower-Division Course Title	Upper-Division Course Number	Upper-Division Course Title
<b>Communication 6 hrs</b>				
3 hrs Composition and Rhetoric	RHET 1302	Composition and Rhetoric	none	none
3 hrs Composition elective	RHET 1300	Introductory Rhetoric	A&H 3300 BA 4305 BA 4309 BIO 3V91 BIO 4V00 BIO 4V99 BIO 4352 BIS 3320 CGS 3340 CHM 4V91 CJS 3301 CS 3390 ECO 3370 EE 4399 GEOG 3370 GOVT 3322 NATS 4310 NSC 4353 PA 3310 PHYS 4399 PSY 3393 SOC 3303 SPAU 3390	<i><b>Advance writing courses in majors:</b></i> Reading and Writing Text Social and Political Environments of Business Regulation of Business <b>Undergraduate Research in Biology</b> <b>Seminal Papers in Biology</b> <b>Senior Honors Research in Biology</b> <b>Medical Applications of Cell Biology</b> Nature of Intellectual Inquiry Empirical Methods in Cognitive Science Research in Chemistry Theories of Justice Technical Writing The Global Economy Senior Honors in Electrical Engineering The Global Economy Constitutional Law Advanced Writing in NS&M Neuroscience Laboratory Methods Public Administration Honors Thesis in Physics Experimental Projects Social Theory Clinical Practicum in Speech-Lang. Pathology
<b>Mathematics and Quantitative Methods 6 hrs</b>				
3 hrs College Math	MATH 1300 MATH 1314 MATH 1325 MATH 1471 MATH 2312	Computerized Algebra College Algebra Applied Calculus I Calculus I Pre-calculus	none	none
3 hrs College Math or Quantitative Methods	MATH 1326 MATH 1472 STAT 1342	Applied Calculus II Calculus II Statistical Decision Making	PSY 3392 SOCS 3303	Statistical Methods for Psychology Introduction to Social Statistics

Component Requirement	Lower-Division Course Number	Lower-Division Course Title	Upper-Division Course Number	Upper-Division Course Title
<b>Science 9 hrs</b>				
Including one laboratory course*	BIO 1200 BIO 1300 BIO 1320 BIO 2281 BIO 2301/2101 BIO 2302/2102 CHM 1311/1111 CHM 1312/1112 GEOS 1303/1103 GEOS 1304/1104 NATS 1311/1111 NATS 1312/1112 NATS 2371 PHYS 1301/1101 PHYS 1302/1102 PHYS 2325/2125 PHYS 2326/2126	Issues in Biotechnology Body Systems /Lab* The Microbial World /Lab* Introductory Biology Lab* Intro to Modern Biology I Intro to Modern Biology II General Chemistry I /Lab* General Chemistry II /Lab* Physical Geology /Lab* Intro to Earth History /Lab* From the Cosmos to Earth /Lab* Evolution of Earth and Life /Lab* The Physical World College Physics I /Lab* College Physics II /Lab* Mechanics and Heat /Lab* Electromag. and Waves /Lab*	BIO 3V50 BIO 3318 BIO 3455 GEOS 3101  GEOS 3310 GEOS 3330 GEOS 3350 GEOS 3401 ISGS 4305 ISGS 4308 ISNS 3367 ISNS 3368 ISNS 4359 ISNS 4371 ISNS 4373 NATS 4173 NSC 4361	Biological Basis of Health and Disease Forensic Biology Human Anatomy and Physiology /Lab* Mini-Courses: Coral Reefs, Geologic Time, Geologic Controversies, Glaciers, Global Climate Change, and Gems of the World (or other titles offered under this course number) Environmental Geology Introduction to Fossils Global Change Oceanography /Lab* Humans: Our Place in Nature Bones, Bodies and Disease The Oceans Weather and Climate Earthquakes and Volcanoes The Phenomena of Nature: Forces, Gases ... Our Nearest Neighbors in the Sky Astronomy /Lab* Behavioral Neuroscience
<b>Humanities and Fine Arts 6 hrs</b>				
3 hrs Humanities	A&H 1301	Exploration of the Humanities	HST 3302 HST 3321 HST 3322 HST 4305 LIT 3310 LIT 3311 LIT 3312 LIT 3313 LIT 3314 LIT 3341 LIT 3342	Interpretation in Historical Studies History of Philosophy I History of Philosophy II Ideas and Their History Studies in Epic and Romance The Literature of Fantasy Studies in Prose Narrative Studies in Dramatic Literature Studies in Poetry Studies in Mythology Literature of the Bible
3 hrs Visual and Performing Arts	AP 1301 AP 2310  AP 2311	Exploration of the Arts Survey of Art History: Ancient to Medieval Survey of Art History: Renaissance to Modern	AP 3322 AP 3331 AP 3334 AP 3335	Music in Historical Context Understanding Art Nature of the Theatrical Experience The Creative Process



			AP 3343	Fundamentals of Music
Component Requirement	Lower-Division Course Number	Lower-Division Course Title	Upper-Division Course Number	Upper-Division Course Title
<b>Social and Behavioral Sciences 15 hrs</b>				
6 hrs US and Texas History	HST 1301 HST 2301	Themes and Ideas in American History Issues in American History	HST 3363 HST 3364 HST 3365 HST 3366 HST 3368 HST 3369 HST 3370 HST 3371 HST 3372 HST 3374 HST 3376 HST 3377 HST 3379 HST 3380 HST 3382 HST 3384 HST 3385 HST 3390 HST 4360 HST 4377 HST 4378	History of Texas History of American Religion Reading in Texas History Themes in the Social History of the U.S. Slavery and Race Relations in the U.S. United States Foreign Relations The American Experience in Vietnam Twentieth-Century American Culture Development of American Urban Society American Technological Development American Intel. History, Colonial to Civil War American Intel. History, Civil War to Present United States Relations with Latin America The Nuclear Age in America The United States Since 1945 U.S. Women for Settlement to Present Early African-American History Twentieth-Century African-American History Topics I American Women's History Topics in Early American History Topics in American History
6 hrs US and Texas Government/Politics	GOVT 2305 GOVT 2306	American Government Political Economy of Texas	none	none
3 hrs Social and Behavioral Sciences	CGS 2401 ECO 2301 ECO 2302 GEOG 2301 PSY 1390 PSY 2301 SOC 1301 SOC 2301	Cognitive Science Macroeconomics Microeconomics Social Relations and Spatial Org. Journey of Life Mind and Behavior Introduction to Sociology Race, Gender, and Class	AMS 4379 BA 3361 CJS 3303 CJS 3361 ISGS 4338 PSY 3331 PSY 3334 PSY 3338 PSY 4334 PSY 43XX	Intro to North American Archaeology Organizational Behavior Criminal Justice Crime and Justice Policy Native American Cultures Social Psychology Psychology of Gender Adolescence Lifespan Development Psychology in the Workplace