UTSA Core Curriculum: Submitting a Proposal
FAQs

What is the procedure for submitting a proposal to be included in the core curriculum?
First, proposals must receive all necessary approvals at the department and college levels. Once these are obtained, the proposal packet should be submitted (via Rowdy Space) to the University Core Curriculum Committee (CCC) for consideration. If the Committee so desires, an invitation to meet with the CCC may be extended to the department chair or a faculty member knowledgeable about the proposal. Once the committee reaches a decision, the Associate Vice Provost for the Core Curriculum & QEP will notify the dean and the chair of the department in which the course is housed.

Is there a deadline for submitting a proposal?
Yes. The deadline for the 2012-2014 undergraduate catalog is June 30, 2010.

Where can I find the submission form?
The form for proposals can be found on-line at www.utsa.edu/coreqep. Once completed, the form will be uploaded to Rowdy Space by the point-of-contact identified in each college. Please note that there is one form formatted for use with PCs and one formatted for MacIntosh.

Is there any additional supporting documentation required?
Yes. All proposal packets should consist of three elements: (1) the completed proposal form, (2) a completed assessment template, and (3) a generic syllabus for the course. Items 1 and 2 are located on-line at www.utsa.edu/coreqep. For ease of review, please convert all supporting documents to pdf prior to uploading them to Rowdy Space.

The degree of specificity included in the syllabus will likely vary depending on whether or not the course has ever been taught. A syllabus for a new course (that has never been offered) should minimally include course objectives, a list of course topics, and some indication of appropriate, typical assignments.

Can anyone upload a proposal for consideration to the core curriculum?
No. Each dean’s office has identified personnel to upload the proposal form. This ensures that all proposals have received the required approvals.

College Points of Contact (POC) for Core Petitions

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<th>College</th>
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<tr>
<td>COA</td>
<td>Janice Kelsey (Ferguson)</td>
<td>Lauren Firestone</td>
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<td>COB</td>
<td>Deryl Martin</td>
<td>Elaine Miller</td>
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<td>COE</td>
<td>Sheila Slife</td>
<td>Liping Bien</td>
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<td>COEHD</td>
<td>Silvia Barta</td>
<td>Barrett Orth</td>
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May I request a course in another department be added to the core curriculum?
No. Proposals may come only from the department in which the course is housed.

Must all core courses be lower (1000 or 2000) level?
Not necessarily. However, the inclusion of upper level courses in the core presents unique and extenuating circumstances for students. Therefore, the Core Curriculum Committee strongly prefers that core courses be at the freshman or sophomore level. Proposals for 3000 or 4000 level courses must include additional supporting documentation that clearly presents a strong and compelling rationale for the upper level course to be included in the core curriculum. If you would like additional information about this issue, contact the Associate Vice Provost for the Core Curriculum & QEP.

According to THECB policy, upper-level courses may be in the core curriculum if they meet these conditions:

(a) There is at least one lower-level course in the component area (so that the core domain can technically be completed all lower-level);

(b) An upper-level course must not have as a pre-requisite a lower-level course that would fulfill the same component area requirement (because if this were to be the case, the pre-requisite would fulfill the requirement every single time, and there would be no actual situation where the upper-level course could be employed);

(c) The upper-level course should not be able to be shown to be equivalent to a lower-level course already approved for core component area fulfillment; the content and rigor should be clearly differentiated as upper-level. And of course, upper-level courses should be able to demonstrate how their student learning outcomes are aligned with the expectations for the component area in question.

May a core course have a pre-requisite?
It depends. Any prerequisites for core courses must also be included in the core curriculum. Further, a course pre-requisite must not fulfill the same component requirement. (For an example of suitable core course pre-requisites, see the Communications Domain in the Undergraduate catalog.)

Must core courses be assessed as part of the core in addition to their respective degree program(s)?
Yes. All core courses must be assessed regularly and appropriately. Failure to do so may result in removal from the core curriculum.
Further, an assessment plan must be submitted as part of the proposal packet. Assessment plan templates can be found at www.utsa.edu/coreqep

*What criteria must a course meet in order to be part of the core curriculum?*
All core courses must meet the expressed intent (in the catalog), the exemplary educational outcomes (EEOs), and the appropriate knowledge and skills (from the Blue Ribbon Report) for the respective domain. For complete information, see “Core Expectations Overview” on-line at www.utsa.edu/coreqep

*Can a course be removed from the core curriculum?*
Yes. The Core Curriculum Committee may remove a course from the core for one of three reasons:
(1) Review of assessment results indicate a misalignment with the identified learning outcomes and/or knowledge and skills for its domain,
(2) Inadequate/insufficient assessment data provided or
(3) Infrequent offerings of the course.

*I still have questions. How can I obtain answers to my specific questions?*
More information is available on the web at www.utsa.edu/coreqep

However, if you still have questions, you may contact Dr. Nancy Martin, Associate Vice Provost for the Core Curriculum and QEP. Her contact information is as follows:

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PHONE: 458-5187
FAX: 458-7412