

UTSA CORE CURRICULUM: SUBMITTING A PROPOSAL  
FAQs

*Where can I find the requirements for the revised core curriculum?*

These guidelines are posted to the web at [www.utsa.edu/coreqep](http://www.utsa.edu/coreqep)

*Who needs to submit a proposal?*

Any department that wishes to have a course listed in the new core curriculum must submit a proposal. Courses that are a part of the existing (2011-2012) core curriculum must be re-submitted and reconsidered vis-à-vis the new guidelines in order to be included in the 2014 core curriculum.

*What is the procedure for submitting a proposal to be included in the core curriculum?*

Proposals should be submitted online and routed through the department chair and college dean. Both the department chair and dean will verify (electronically) that the proposal has received all the necessary departmental and college level approvals. (The URL is forthcoming.)

If the Core Curriculum Committee so desires, an invitation to meet with the CCC may be extended to the department chair and/or faculty member(s) knowledgeable about the proposal. The CCC's recommendations will be available on the web.

*Is there a deadline for submitting a proposal?*

Yes. The deadline for proposals is **March 1, 2012**. However, your college and department may have earlier internal deadlines. Please consult your department chair for additional deadline information.

*Where can I find the submission form?*

The form for proposals can be found online. The URL is forthcoming.

*Is any additional supporting documentation required?*

Yes. All proposal packets should consist of two elements: (1) the completed proposal form (that includes an assessment plan) and (2) a generic syllabus for the course. *For ease of review, please convert the syllabus to pdf prior to uploading it.*

*Will I submit a separate assessment plan?*

No. Assessment information is included in the online proposal.

*What information is required in the proposal?*

- Contact information for the proposal creator and point of contact
- Specific course information, e.g.: Prefix, Course Number, TCCN, course description, etc.
- Foundational Component Area Information: Identify the component & explain how the course meets its intent.
- Core Curriculum Objectives: Describe how the course addresses the state-mandated core objectives.

- Assessment Information: Given the objectives identified in the proposal, briefly describe what students will know, be able to do or value when they complete the course. How will the objectives be measured? What is the expected level of student performance?
- Upload course syllabus in pdf format.

*How detailed should the syllabus be?*

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, possible textbook(s) or readings, and some indication of appropriate, typical assignments.

*Does information from the Blue Ribbon Report need to be addressed in the proposal?*

No. All six of the key knowledge and skills from the BR Report are now included in the state core curriculum components and objectives.

*Can anyone submit a proposal for consideration to the core curriculum?*

No, although any faculty member can create a proposal, all proposals must be routed through appropriate departmental and college level approval processes. Proposals must be submitted by the dean's office for consideration at the university level.

*May I propose 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, Texas Higher Education Coordinating Board (THECB) regulations state, "No upper-division course shall be approved to fulfill a foundational component area requirement in the core curriculum if it is substantially comparable in content or depth of study to a lower-division course listed in the Lower-Division Academic Course Guide Manual."

Furthermore, 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 (1000 or 2000) 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 the following conditions:

- (a) There is at least one lower-level course in the component area (so that the core component 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 prerequisite?*

It depends. Any prerequisites for core courses must also be included in the core curriculum. Further, a course prerequisite must not fulfill the same component requirement. (For an example of suitable core course prerequisites, see the Communication Domain in the 2012-2014 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 their removal from the core curriculum. Further, assessment information must be submitted as part of the proposal packet.

*What criteria must a course meet in order to be part of the core curriculum?*

All core courses must meet the expressed intent and the core objectives aligned with each component area. For an overview of core curriculum expectations, see the *2014 Core Curriculum Guidelines* online at

<http://www.thecb.state.tx.us/index.cfm?objectid=6AB82E4B-C31F-E344-C78E3688524B44FB>

*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 indicates a misalignment with the identified learning objectives for its component;
- (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](http://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 at:

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