

**The University of Texas at Arlington
Undergraduate Assembly Minutes
February 19, 2013**

The Undergraduate Assembly met in regular session on Tuesday, February 19, 2013, at 2:15 p.m. in the UC Rio Grande. Dean of the College of Liberal Arts, Beth Wright presided.

	Present	Excused	Absent	Alternate
Ronald Elsenbaumer		X		
Amy Austin	X			
Jean-Pierre Bardet		X		Lynn Peterson
Barbara Becker			X	
David Bernard	X			
Rebecca Bichel **		X		Mary Jo Lyons
Beverly Black **	X			
LaShaunn Bold	X			
Alaina Cardwell **			X	
Mary Cazzell	X			
C. Y. Choi	X			
Rachel Crosson **		X		David Mack
Manfred Cuntz			X	
Dana Dunn	X			
James Epperson	X			
Sergio Espinosa	X			
Norma Figueroa	X			
Jennifer Fox	X			
Perry Fuchs	X			
Donald Gatzke	X			
Jeanne Gerlach		X		John Smith
Todd Hamilton			X	
Jongyun Heo			X	
Laureano Hoyos		X		
Holly Hungerford-Kresser	X			
Pamela Jansma		X		Minerva Cordero
Richard Jimmerson **	X			
Dee Mackey			X	
Albert Marichal	X			
Gladys Maryol	X			
Jeff McGee	X			
Andrew Milson	X			
Diane Mitschke			X	
Helen Myers		X		Jeanean Boyd
Karl Petruso **	X			
Elizabeth Poster		X		
Jaime Rogers	X			
Scott Ryan			X	
Salil Sarkar	X			
Brent Sasley			X	
David Silva **	X			
Antoinette Sol **	X			
Jackie Stodnick			X	
Chunke Su	X			
Amy Tigner	X			

Larry Watson			X	
James Welch	X			
Jim Williams	X			
Judy Wilson	X			
Beth Wright	X			
Gergely Zaruba	X			

Approval of Minutes: The minutes of the regular meeting on October 16, 2012 were approved as published.

Agenda Items Approved by the Committee on Undergraduate Curricula:

College of Liberal Arts:

Department of English

Add Course

ENGL 2384 - Structure of Modern English

Department of History

Add Course

HIST 3346 - Radicalism in Modern America

HIST 4101 - Moot Court

Department of Modern Languages

Add Course

GLOBAL 3301 - Topics in International Cultures & Civilizations I

GLOBAL 3302 - Topics in International Cultures & Civilizations II

GLOBAL 3310 - Localization & Translation

PORT 3303 - Portuguese Conversation & Culture

PORT 3304 - Portuguese Conversation & Culture II

HONORS COLLEGE:

Add Course

HONR 1301 - Honors Composition I

COLLEGE of SCEINCE:

Department of Physics

Add Course

PHYS 1181 - Problems in Mechanics

PHYS 1182 - Problems in Electricity & Magnetism

PHYS 3342 - Introduction to Nano-Bio Physics

SCHOOL OF ARCHITECTURE:

Add Course

ARCH 1101 - Academic Success in Architecture

ARCH 1191 - Conference Course

INTD 1101 - Academic Success in Interior Design

INTD 1191 - Conference Course

Kimberly Van Noort presented the items listed above for consideration by the Undergraduate Assembly. Motion to approve proposed agenda items. All items were approved.

Proposed Academic Calendar 2014 – 2015

(Richard Jimmerson) No major changes from prior academic term. The fall term would start on Thursday, August 21, 2014.

(Jennifer Fox) Question about the final exam schedule in the fall semester. This past fall we used to have final exams starting on a Thursday, where in the past it has started on a Saturday of the next week and I was just wondering why that's occurring because that's been an issue for some students.

(Richard Jimmerson) The first day of the term starts on a Thursday so it ends on a Wednesday. The last class period is on a Wednesday so as normal final exams start the next day.

(Judy Wilson) Starting on a Thursday has been a recent change, maybe in the last three or four years, when in the past we have always started on a Monday, why the change? It has started on a Monday for the last ten, maybe even 100 years.

(Richard Jimmerson) We initially did it at the request of housing because the way the schedule filled out they did not have time at the end of summer to prepare the dorms for fall and to allow fall students to get into the dorms and in subsequent terms we continued the practice because of some of the programs that the institution started doing at the beginning of every fall term. They get more participation starting classes on a Thursday. They want to keep that practice going.

(Judy Wilson) If they went to the next Monday then they would get....

(Richard Jimmerson) They found that when they started on Monday they weren't getting as much participation, so that's why they kept the fall starting on Thursdays.

(Gergely Zaruba) You have a class on Wednesday and then an exam on Friday. That's a disservice to our students. I don't know of any faculty who were asked if this was a good idea.

(Sergio Espinosa) Is this a good time to ask about Wintermester?

(Richard Jimmerson) Yes.

(Sergio Espinosa) Okay. I notice that Wintermester is always split in two and on this occasion it lasts until December 23, 2014. Is there a chance that some students feel that they do not want to take Wintermester if they have to stay here until December 23rd? And after that there is 10 days before the Spring session begins. There is room to move there. So my question is, is there a reason to keep it that way?

(Richard Jimmerson) This body has approved it in the past. We've always began winter term the next week after the Fall's activities ended and it's always split.

(Sergio Espinosa) Is there a possibility to split, to go up to December 21st or 22nd and then extend the extra days in January. It seems you would have many students who would say I'm not going to ruin my Christmas vacation. I want to be with my family. I'm not taking Wintermester if I have to stay here until the 23rd of December.

(Richard Jimmerson) If this body elects to do that, we can end it on the 21st or 22nd of December versus the 23rd, whatever this body approves.

(Antoinette Sol) Is there anyway, going back to the final exam schedule, I know for my students, they couldn't study for the final exam. They had classes until Wednesday night, eight o'clock in the morning on Thursday they had finals. Is there any way we could start on Saturday and have those two days for study? It was really difficult for students.

(Richard Jimmerson) We can do that.

(Beth Wright) So the amended calendar would have the final exams starting on December 6th, 2014? I'm looking at the calendar. The last day of classes would be December 3rd and then final exams would start on Saturday, December 6th, 2014. –

Discussion ensued about whether Saturday would fall on December 6th or December 7th, 2014.

(Beth Wright) Okay so, we now have an amended calendar where the last day of classes remains December 3rd, 2014. Final exams begin on Saturday, December 6th, 2014 and Monday December 8th, 2014. Is that correct?

(Richard Jimmerson) Yes.

(Beth Wright) Are there any other questions? Yes?

(Perry Fuchs) Going back to the winter intersession, I would suggest that the break occurs on December 19th, 2014 because the 22nd is a Monday and then switching the 22nd and 23rd meeting times until after

the break. The December 19th, 2014, which is a Friday, would be the last class period before the break. Then return back on January 5th, 2015 and move those two days out.

(Sergio Espinosa) When would be the last day of the class?

(Perry Fuchs) January 12th, 2015.

(Sergio Espinosa) The 12th. So may I add to this suggestion: Sometimes in the Wintermester... it does not work to have Saturday as a class.

(Richard Jimmerson) Officially, we have not included Saturdays as class days.

(Sergio Espinosa) Not in the past?

(Richard Jimmerson) No.

(Beth Wright) So are we returning to the proposal before to have class on the December 22nd but not the December 23rd?

(Richard Jimmerson) Yes.

(Antoinette Sol) I think that makes more sense because that means you would finish on Friday, January 9th, 2015 and that means your exams would be on Monday, January 12th. It probably makes more sense, people would rather have the holiday up front than at the end.

(Beth Wright) So the amended proposal that we are considering now has no classes on December 22nd or December 23rd. Classes will begin again January 5th and continue through January 9th with Finals exams on January 12th? When are the last classes?

(Richard Jimmerson) Normally they go for 11 class days and then the final the day afterwards. So the last day would be January 12th with final exams on January 13th.

(Beth Wright) We have eliminated the classes on December 22nd and 23rd, so the classes go through the 19th of December beginning again on January 5th and the last day of class on January 12th with the final exam on January 13th, 2015.

(David Silva) May I request that November 27th 2014, which would be the beginning of the last week of classes, be officially designated the beginning of final review week. Here is my reason: I got many concerned phone calls and email messages from faculty who said that with the Thursday start, final review week had been reduced to three days and I said no, a week is still a week. It just starts on a Thursday. If there is some way that this could be indicated on the official calendar, this would help

tremendously with that confusion. So final review week would officially begin on November 27th and end on December 3rd, 2014. I think that would be useful for the community.

(Gergely Zaruba) I would actually like to go back to the original point. Is there any way we can go away from starting on Thursday and start on Monday? I think that would solve so many problems and I really don't see why we should take a backwards approach, when what I heard, the carriage is dragging the horse. I mean, seriously, is housing now going to determine our schedule when it is so much more easy to start on Monday, end on Friday, have a regular final review week, have a regular finals week. I mean it's just so much more logical.

(Jennifer Fox) I understand how starting on a Thursday does seem to throw off the entire schedule but I have worked as an RD in housing on campus and it is very difficult when you start on a Monday because student's don't think that they need to come until Sunday night if they live on campus. And then it is very difficult to get them all moved in on Sunday and then go to class on Monday morning. It also throws off Success U for our freshman when we hold that on Tuesday and Wednesday. We have convocation Wednesday evening. So it does throw off some of the normal welcome week activities that we have planned for the University. So I think by starting on Thursday, if we do make these amendments, which will allow for two days to review for the finals, I think it will work out for the benefit of all students, faculty and staff.

(Jim Williams) I think one of the problems with starting on Thursday is that we have a lot of classes that have once a week labs. That means that some of the classes are a week ahead of the other students and we try to tie the labs to the classes. This makes it difficult to coordinate the lab material covered with classes and testing and so forth. Starting on Monday, like we always used to, would make planning lab classes a lot easier as well.

(Kim Van Noort) What do other universities do? In my experience, the universities that I'm familiar with, most of them do not start on Monday in the fall semester for that very reason. I know it's inconvenient for faculty and I had the same thing happen to me last fall but I think it is even more inconvenient for the students and probably particularly office staff not to have that lead time going in. So if there is some way to start on Wednesday?

(Richard Jimmerson) UT Austin starts on Wednesday normally for Fall. I want to say North Texas and Texas Tech start on a Thursday.

(Holly Hungerford-Kresser) I think what's hard for our faculty in particular is that it's the ISD's schedules that's more complicated because our kids haven't started school yet and so our meetings and first classes our filled with faculty children and with the children of our student's who's kids haven't gone back to school yet. It's not so much the Thursday, at least from the info we have gathered from faculty around our group, but it's starting ahead of the ISD's calendars that makes it a little bit complicated.

(Beth Wright) Any further discussion before we vote? Yes?

(Dana Dunn) I have a suggestion that we take all these comments and ask that it go back to the committee to review very carefully and to come back with a new proposal. This is the sort of thing that if decided on the spot, something can easily be overlooked.

(David Silva) Here, here.

(Jaime Rogers) If classes started on a Wednesday would that help with labs?

(Jim Williams) That wouldn't change anything. That would probably make it worse. The last semesters we have noticed that Thursday and Friday are a waste. We don't get too much accomplished because students aren't showing up yet and are saying, oh we can start on Monday. We are losing two days of class anyway when we start on Thursday.

(Gergely Zaruba) Can we at least get an idea of how many people in here support starting on Monday?

(Beth Wright) I think that there is certainly a lot of sentiment that this has been the comfortable way to do it in the past. I also think that are currently some pressures which are being experienced on the campus which do not facilitate it being done the same way. So it's a question of what would you prefer and what can you do. So there is not necessarily a line. I think the concerns need to be addressed in committee, absolutely and I think that's what will be best. This is a very complicated calendar and a number of proposals have been made to change it.

(Jaime Rogers) I have one last question: Are you on the committee Jennifer (Fox), since you are from Student Congress?

(Jennifer Fox) No, I am not. We have a student that serves on the committee.

(Jaime Rogers) The reason I ask that is I guess the people on the committee that serve in the probates of whose going into the dorms and all the activities that are going on because what we don't want to do is just move it to the next Monday or back to the previous Monday and have all the chaos that we don't get the participation. I think the time that they get moved in and settled and the mini conferences that they have are really helpful for the freshman. So making sure that the committee is looking at the holistic solution.

(David Silva) Channeling the spirit of our former dean of Undergraduate Studies, I'd hate to see Success U be jeopardized. I think it's a very strong program. I think it provides an excellent introduction to the institution for freshman, maybe if we move it to a Saturday/Sunday that would work, Jennifer (Fox) is saying no, but we need to think about that as well. This is not simply about the convenience of starting classes on Monday. This is about an institution serving the best interests of its students that are most vulnerable.

(Beth Wright) Yes and it has a lot of moving parts and constituencies and all of the information needs to be pulled together so I'm going to move that this conversation about an adjusted calendar go back to the committee.

(Gergely Zaruba) Another question

(Beth Wright) I'm afraid we have another item on the agenda.

This proposed Academic Calendar 2014 – 2015 will be sent back to committee for further review.

Academic Standards - Proposed Changes in Freshman Admission Criteria

Proposal from College of Nursing to increase admission GPA from 2.5 to 2.75.

Rationale: CON has not admitted a student with a GPA of 2.5-2.75 in the past several years. CON has 3 to 6 times the number of applicants to slots available. Although Nursing advisors share this reality with students, they do not listen. A lower GPA standard fosters unrealistic hope for admission into the program.

Present Freshman Admission requirement: Top Quarter: No Minimum

Proposed: Separate top quarter into two sections:

Top 15%: No Minimum

16-25%: Minimum SAT: 1000 and ACT: 21

Dolores Aguilar presented the items listed above for consideration by the Undergraduate Assembly. Motion to approve proposed agenda items. All items were approved.

Undergraduate Core Curriculum Revisions (see attachment)

(Beth Wright) We have discussed this several times. This is the current core curriculum chart, the proposed core curriculum chart. As you will remember, we are required to adopt this new core curriculum with objectives mapped to various component areas that can be assessed. This is a requirement from the Coordinating Board. Any questions?

(Sergio Espinosa) I have a question. We discussed this last time. How is it new?

(Kimberly Van Noort) This is simply the official recommendation from the Undergraduate Curriculum Committee. Last time was kind of a heads up and the Curriculum Committee, at its last meeting, voted six to one to recommend the new configuration you have in front of you. The new core curriculum must be approved by the Coordinating Board by September 2013, but it will not go into effect until Fall of 2014. We need to approve the configuration of the new core curriculum and then we will move on to stage two. This will be comprised of the selection of courses which will fulfill some of the component areas. There will be some groups coming together to discuss assessment in various areas but we cannot move forward until we have approval of what it's going to look like. At the next Undergraduate

Assembly meeting the University Curriculum Committee will be presenting a timeline for the milestones that need to happen in order for the implementation of this in the Fall of 2014.

(Jennifer Fox) The Life and Physical Science Hours have been reduced to six. Does that reduce the contact hours or just the credit hours?

(Kimberly Van Noort) It reduces both. We had a discussion about this at one of the University Curriculum Committee Meetings because Science wanted to retain the lab component on its courses and we were concerned that they simply maintained the amount of work but award fewer credits and we were assured that there will be a differentiation between the four hour with lab and the three hour with lab. We will have to approve those syllabi as the curriculum committee so we will make sure that they are adhering to that.

(Karl Petruso) One of my concerns is on the back page, under statement of purpose: core objectives. It's pretty clear that out of those six core objectives the first three are very different from the last three. Critical thinking, communication, empirical and quantitative skills are something that we all pretty much do as a matter of course. Teamwork, personal responsibility, and social responsibility strike me as a good deal more complex and difficult. My concern is not that we shouldn't be doing this. These are all admirable and commendable aspirations for our students. My concern is how they are going to be assessed and evaluated. I understand that it is not going to be course based, but rather area based and I am wondering how operationally this is going to be done. Does anyone know? I'm thinking ahead. I see all kinds of problems from here. I don't know how we would assess whether a student has improved in the way of personal responsibility.

(Sergio Espinosa) Same concerns, especially with music, but what I'm reading here, it says on page number three, "The relationships between the Component Areas and the Core Objectives have been established and approved by the THECB; they are not negotiable." I have the same concerns. I think we need to have lots of discussions and be extremely creative, more in certain areas.

(Dana Dunn) Is it inappropriate to ask the students if in their own assessment exposure to x, y, z led them to be a more ethical decision maker based on their self assessment? Because we don't have a baseline...

(Karl Petruso) I don't know the answer to that. I think that would be the easiest thing to do, whether it would pass muster with the system is another question.

(Dana Dunn) I don't think it's in violation of assessment principles, unless they mandate otherwise.

(Kimberly Van Noort) I do know that the plan is to not only be a series of meetings between the people who will be involved in this but perhaps bringing in some external consultants, some people who are very well versed in assessment. I know that the new core curriculum is operational at Amarillo College. They have some very interesting rubrics up that we have seen. Texas A&M will be coming online very soon. There were two deadlines for this, the first would have gone into effect next fall and we chose, very wisely, to ignore that deadline. We didn't want to be an early adopter because we didn't know what this was going to look like and so there will be some universities rolling this out ahead of us. We will be able to get some sense of how exactly they are tackling those areas. It is going to be very difficult. I think there is a lot of creative energy out there that I think will be able to come up with some valid assessments and to question what a valid assessment is.

(David Silva) We made a strategic decision to hang back. We have been in the lead in a lot of areas, including course evaluations, distance education. I think the important thing to bear in mind through all of this is that we are by no means alone in this endeavor. Every single two and four year state institution is going through this same exercise. There are panels and discussions about the revised core curriculum all through the year at various regional and state conferences, even SACS, has devoted sessions to the revision of Texas core curriculum. This is a big deal. We are not alone. This is a situation in which I think our strength will come from letting the early adopters move forward and seeing what they can do, and adapt and move on. You will notice that our revision of the core curriculum is very conservative. We are doing very little adjustments to what we have in place and that is all intentional.

(Sergio Espinosa) We are not alone, but we could remain alone if we don't communicate with these entities.

(David Silva) Absolutely. This is why what we need to do get a sense of what the scope of what the core is going to be and if this body approves this, now we have a platform for saying these are the areas in which we need to push forward more aggressively. Those are going to be the most difficult: the ones that span multiple disciplines over multiple colleges. We are going to have to pull people together to find some common ground. It's a great exercise for the institution. Others of these all reside within one department, so I think those are easier cats to herd. I think it's very doable but without at least figuring out what we are going to work on, and now I feel we are positioned to do so.

(Beth Wright) Is it the sense of the meeting that since there is an external deadline and it needs to go to the Coordinating Board by September 2013 that people would like to vote on the core curriculum chart today so that discussions can begin about how to move forward? I'm seeing some nods.

Kimberly Van Noort presented the Core Curriculum Revisions (see attachment) for consideration by the Undergraduate Assembly. Motion to approve proposed agenda items. All items were approved.

If no other business motion to adjourn, seconded.

Adjournment. The meeting adjourned at 3:20 p.m.

Beth Wright

Dean of College of Liberal Arts

BW; mz

**Undergraduate Core Curriculum Revisions at UT Arlington
Report and Recommendations of
the Undergraduate Curriculum Committee**

The Undergraduate Curriculum Committee voted 6-1 to recommend the Proposed Core below (the current configuration is provided for comparison).

Current Core Curriculum

Proposed

MANDATED			MANDATED	
Composition	6		Communication	6
U.S. History	6		American History	6
U.S. Political Science	6		Government/Political Science	6
Mathematics	3		Mathematics	3
Natural Science	8		Life & Physical Science	6
Social/Cultural	3		Social/Behavioral Science	3
Fine Arts	3		Creative Arts	3
Literature	3		Language, Philosophy & Culture	3
LOCAL			LOCAL	
Mathematics	3		Mathematics	3
Liberal Arts Elective	3		Literature	3
TOTAL	44		TOTAL	42

Background Information from previous Planning Overview

The Institutional Task

Beginning in the fall semester 2014, each of the state's publicly supported colleges and universities must implement the new Core Curriculum. Changes to the Core are mandated by recent changes in the *Texas Administrative Code*, Title 19: Education, Part 1: Texas Higher Education Coordinating Board, Chapter 4: Rules Applying to All Public Institutions of Higher Education in Texas, Subchapter B: Transfer of Credit, Core Curriculum and Field of Study Curricula ([http://info.sos.state.tx.us/pls/pub/readtac\\$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=4&sch=B&rl=Y](http://info.sos.state.tx.us/pls/pub/readtac$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=4&sch=B&rl=Y)).

In preparing for this change, UT Arlington must revise its current Core Curriculum so that it aligns with the TAC's revised Core Curriculum (see below). In addition, UT Arlington's faculty and administration must develop a comprehensive plan for assessing student mastery of the new Core Curriculum's "Core Objectives" as addressed in each of the new Core Curriculum's "Component Areas."

Moreover, any revisions to the Core Curriculum should be consistent with (if not directly supportive of) the University's soon-to-be adopted Strategic Plan for 2012-2020.

Structure of the New Core Curriculum

The revised Core Curriculum is perhaps most effectively understood in terms of a nine-by-six matrix in which the vertical axis consists of the core's eight "Foundational Component Areas" and the horizontal axis consists of the curriculum's six "Core Objectives."

Component Areas. The Core's Component Areas represent broadly-defined academic domains in which *all* undergraduate students should be able to demonstrate a basic college-level understanding.

Every institution's Core Curriculum must include the following Foundational Component Areas:

1. Communication.....6 SCH
2. Mathematics3 SCH
3. Life and Physical Sciences.....6 SCH
4. Language, Philosophy and Culture3 SCH
5. Creative Arts3 SCH
6. American History.....6 SCH
7. Government / Political Science.....6 SCH
8. Social / Behavioral Science3 SCH

In addition, each institution's Core Curriculum must include an additional 6 SCH of courses designated as "Component Area Options" (which replace the current core's "Institutionally Designated Options"). Each institution may establish its own CAOs, with the understanding that these options must be closely linked to the common set of eight FCAs (above).

Core Objectives. The six Core Objectives represent the “principles of personal and social responsibility for living in a diverse world” as well as the “intellectual and practical skills that are essential for all learning,” and – one might add – for fostering a spirit of “lifelong learning.” The six Core Objectives are:

1. Critical Thinking
2. Communication
3. Empirical and Quantitative Skills
4. Teamwork
5. Social Responsibility
6. Personal Responsibility

The conceptual framework of the new Core Curriculum assumed fuller shape when the six Core Objectives were mapped to the Component Areas (Table 1).

As indicated in Table 1, two of the six Core Objectives have been mapped to all of the Component Areas (FCAs and CAOs alike): Critical Thinking and Communication. The remaining Core Objectives have been strategically mapped to the Component Areas such that each Component Area must address no more than four Core Objectives.

Table 1: Core Objectives Mapped to Component Areas

For courses that satisfy the requirement of a particular Component Area, we must be able to demonstrate the degree to which students enrolled in those courses have acquired/mastered the corresponding Core Objectives. Note: The relationships between the Component Areas and the Core Objectives have been established and approved by the THECB; they are not negotiable.

		Core Objectives (6)					
		Critical Thinking	Communication	Empirical & Quantitative	Teamwork	Social Respons.	Personal Respons.
Component Areas	COMMUNICATION	required	required	<i>optional</i>	required	<i>optional</i>	required
	MATHEMATICS	required	required	required	<i>optional</i>	<i>optional</i>	<i>optional</i>
	LIFE & PHYSICAL SCIENCE	required	required	required	required	<i>optional</i>	<i>optional</i>
	LANGUAGE, PHILOSOPHY & CULTURE	required	required	<i>optional</i>	<i>optional</i>	required	required
	CREATIVE ARTS	required	required	<i>optional</i>	required	required	<i>optional</i>
	AMERICAN HISTORY	required	required	<i>optional</i>	<i>optional</i>	required	required
	GOVERNMENT/ POLITICAL SCIENCE	required	required	<i>optional</i>	<i>optional</i>	required	required
	SOCIAL/BEHAVIORAL SCIENCE	required	required	required	<i>optional</i>	required	<i>optional</i>
	COMPONENT AREA OPTIONS	required	required	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>

Initial Parameters for Designing and Implementing the New Core Curriculum

At this early stage in process of revising the Core, at least two parameters have emerged as fundamentally important.

1. ***Conforming to Coordinating Board Mandates.*** UT Arlington's revised Core must adhere to all requirements and policies promulgated by the Texas Higher Education Coordinating Board (THECB). Of particular note are the following.
 - a. We must reduce the Core's SCHs from 44 to 42.
 - b. We may not revise the Core in way that would increase the total number of SCHs required to earn a degree.
 - c. We cannot include any courses in which the primary objective is to provide students with skills and strategies for making a successful transition into college; as such, the First Year Seminar program (as it is currently conceptualized) is not appropriate for inclusion in the new Core.
 - d. We must prepare to assess student learning outcomes for all of the new Core's Component Areas on a *curricular* level (and not simply as a matter of compiling potentially disparate course-by-course assessments as independently developed and administered by each faculty member). As a consequence, the planning and implementation of curriculum and assessment within each of the Component Areas must be coordinated across and within the academic units offering courses that satisfy requirements in that Component Area.
 - e. We must be prepared to have our proposed revision to the Core Curriculum evaluated by peer consultants prior to submitting it the THECB for official review and approval.
2. ***Adopting a Common Sense Approach to Curricular Transformation.*** While the intent behind the legislative mandate to revise the core is to foster educational transformation, we must remain cognizant of any potentially unanticipated consequences that might emerge as the result of this major curricular change. To this end, we must agree that common sense and compromise must prevail. Of particular note are the following recommendations:
 - a. Continue to include an additional 3 SCHs of mathematics as part of UT Arlington's Core Curriculum under the Component Area Option.
 - b. Reduce the number of SCHs currently required in the area of Life and Physical Sciences from eight (8) to six (6) by reducing the credit hours granted for passing introductory science courses taught to/for non-science majors from four (4) to three (3).
 - c. Establish policies and procedures whereby academic units may request that specific courses be considered for inclusion on official lists of courses that satisfy the core curriculum requirements for the following Component Areas:
 - Language, Philosophy and Culture
 - Creative Arts
 - Social and Behavioral Science
 - d. In the short-term, maintain "Literature" as the second of our two Component Area Options, but...
 - e. In the long-term, seek creative solutions for developing a new Component Area Option that could reasonably subsume much of what is accomplished in/by the

current Literature component while also broadening this CAO's scope in a direction that fosters reflective reading, critical thinking, effective argumentation, and conscious metacognition.

One idea that has been advanced is to develop a limited set of "intellectual foundations" courses in which students would be introduced to some of the most influential ideas and texts of a particular domain of academic or professional theory and practice (as broadly and interdisciplinarily defined: e.g. humanities, social sciences, scientific inquiry, health care, entrepreneurship, design, justice). Common to *all* courses in the "intellectual foundations" curriculum would be a shared set of core objectives, etc.

It is further noted that exploring the development and implementation of the proposed "intellectual foundations" curriculum might be undertaken under the aegis of UT Arlington's Quality Enhancement Plan for the SACS-COC reaffirmation in 2017.

Foundational Component Area	SCH	Required Core Objectives			Optional Core Objectives		
		CT	COM	EOS	TW	SR	PR
Communication	6						
Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.							
Mathematics	3						
Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.							
Life and Physical Sciences	6						
Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.							
Language, Philosophy & Culture	3						
Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.							
Creative Arts	3						
Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.							
American History	6						
Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.							
Government/Political Science	6						
Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.							
Social and Behavioral Sciences	3						
Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.							
Component Area Option	6						
a. A minimum of 3 SCH must meet the definition and corresponding Core Objectives specified in one of the foundational component areas b. As an option for up to 3 semester credit hours of the Component Area Option, an institution may select course(s) that: <ul style="list-style-type: none"> (i) Meet(s) the definition specified for one or more of the foundational component areas; and (ii) Include(s) a minimum of three Core Objectives, including Critical Thinking Skills, Communication Skills, and one of the remaining Core Objectives of the institution's choice. 							

Texas Core Curriculum 2014
Chapter 4 B §4.28 – 4.31

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives

- Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills - to include effective development, interpretation and expression of ideas through written, oral and visual communication
- Empirical and Quantitative Skills - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- Personal Responsibility - to include the ability to connect choices, actions and consequences to ethical decision-making
- Social Responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Guidelines

- Core = 42 SCH
 - FCA over-flow hours must be accounted for in CAO or degree requirements
- Courses must meet FCA definition and include required Core Objectives
- Component Area Option
 - min 3 SCH must match FCA definition & Core Objectives
 - max 3 SCH match FCA + Core Objectives Critical Thinking, Communication Skills, & one other (institution's choice)
- Unique needs courses no longer allowed
- One change per year per institution
 - Schedule that suits the institution
 - Request received before March 1 will be approved for following Fall semester
- Website: <http://www.thecb.state.tx.us/corecurriculum2014>