

**THE UNIVERSITY OF TEXAS SYSTEM  
STUDENT ADVISORY COUNCIL  
2000-2001**

**ANNUAL REPORT:  
SUMMARY AND RECOMMENDATIONS**

**Submitted to  
The University of Texas System  
Office of the Chancellor  
May 2, 2001**

**By**

**Arturo Barrio  
Chair, UTSSAC 2000-2001**

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## INTRODUCTION AND SUMMARY

The University of Texas System Student Advisory Council (UTSSAC) for the 2000 -2001 academic year accomplished a great deal of its set goals. The UTSSAC officers for the 2000 2001 academic year include: Arturo Barrio, Chair (U. T. El Paso); Myrna Rodriguez, Vice - Chair (U. T. El Paso); Meredith Tamayo, Secretary (U. T. Brownsville); and Guy DeMasellis, Historian (U. T. Medical Branch - Galveston). At the beginning of the council's first session three goals were decided upon and geared toward the betterment of UTSSAC. Throughout the year, all goals were met and greatly assisted the council in achieving its objectives in a much more efficient and effective manner.

### ***Goal 1: Improvements in Communication***

One of the top challenges UTSSAC continuously faces year after year is that of member communication during the periods between sessions. This year, the Executive Council of UTSSAC focused on improving the communication channels among its members. In an effort to keep interaction flowing throughout the academic year between members, we created a list serve. This list serve proved to be quite a success. Through this list serve, which was hosted by a free Internet site, ideas and information were posted, members were in constant contact (at their convenience) as messages were sent back and forth between members, surveys were conducted and photos were available for viewing by the entire group at one central location. It is the hope of this year's UTSSAC that similar models continue to exist.

### ***Goal 2: Group Development***

The members of the 2000-2001 UTSSAC were very active. Even though we only met on four occasions throughout the academic year, we were able to build a very strong relationship, in which every member participated and worked toward the assigned tasks. This year we were very fortunate enough to have been given the opportunity to travel to different U. T. components to hold two of our meetings. Our first meeting was held in Austin where we began the year exploring issues of student concern. Our second meeting was held at U. T. El Paso, where the members of UTSSAC were able to be a part of a unique experience. Since only two U. T. components have football teams, with the support of U. T. Administration, UTSSAC was able to attend U. T. El Paso's last home game, in which the Miners became Co -Champions of The Western Athletic Conference. Our third meeting was held at U. T. Medical Branch - Galveston. This was also a unique experience for many members of academic institutions who had never had the opportunity visit any U. T. medical institutions. As we wrapped up the year, our final session was held in Austin. Overall, UTSSAC had a remarkable year. Not only did we achieve much success in tackling issues of student concern, but we also enjoyed the opportunity to experience what other U. T. components have to offer.

### ***Goal 3: Committees***

This year UTSSAC created a new committee specifically designed for technological issues. The Executive Council recommends having three different committee meetings that will take place simultaneously. This will allow each committee to meet for a longer period to discuss issues in greater detail. Since each component has three representatives, we recommend that one member from each component be present at each committee. This

will certainly allow each member to focus more time on committee issues. Thus, the committees will also be more efficient.

The Council would like to take this opportunity to thank the support of the Presidents of the Universities who hosted UTSSAC this year. We would like to thank Dr. **Natalicio** from The University of Texas at El Paso and Dr. John D. **Stobo** from The University of Texas Medical Branch at Galveston. This really had a positive impact on all the students from the Council.

We would also like to thank the speakers who motivated us throughout this year: They really helped us clarify some of the issues that the committees discussed. These speakers include:

Dan **Burck**, Chancellor of The University of Texas System  
Dr. James C. **Guckian**, Vice Chancellor for Health Affairs  
Dr. Diana Natalicio, President of The University of Texas at El Paso  
Mr. Charles Millet, Chairman, Academic **Affairs** Committee, Boards of Regents

### ***Elected Officers for UTSSAC 2001-2002***

On April 7, 2001 the new officers of The University of Texas System Student Advisory Council for the 2001-2002 academic year were elected. We proudly present the officers of the 2001-2002 Student Advisory Council:

Chair	Sharon Smith ( <b>U. T. Arlington</b> )
Vice Chair	Paul <b>Tran</b> ( <b>U. T. Dallas</b> )
Administrative Assistant	Nicholas Cook ( <b>U. T. Permian Basin</b> )
Historian	Leo Gonzalez ( <b>U. T. San Antonio</b> )

### ***ACKNOWLEDGEMENT***

This was a unique year for The University of Texas System Student Advisory Council. This year could not have been so special without the great help from our advisor Dr. **Peña**. His excellent advice helped guide the Council in the right direction. We also would like to thank, two great individuals who worked behind the scenes, Ms. Patty **Culler** and Ms. Judy White from the office of Academic Affairs. On behalf of the Executive Council, I would like to extend our sincere appreciation to all the members of The University of Texas System Student Advisory Council for their hard work and dedication throughout this academic year.

## PROPOSED EXECUTIVE ORDERS

At our last meeting held on April 7<sup>th</sup> 2001, the Executive Council met to make recommendations to improve the procedures of UTSSAC.

***Executive Order 1: To create a List-serve housed at U. T.-System***

**Recommendation:** We recommend establishing a list -serve housed at U. T. System.

**Rationale:** The Council has always searched for ways to improve the communication among its members. This year, by using an outside Internet source, we were able to improve the communication among members. We believe that it would be in the best interest of the Council to have this list-serve hosted by U. T. System for years to come. **This would help** the Council to stay in contact and increase continuity among members. It would also **allow** information from previous Councils to be available online to all members.

***Executive Order 2: To have three Committee meetings run simultaneously that would allow one member from each component to serve on one of the three committees.***

**Recommendation:** We recommend having the committee meetings simultaneously to improve the efficiency of UTSSAC.

**Rationale:** The committees had always met in pairs, since there were only five different sub-committees. We realized, that having two of these committees meet at a special time did not provide sufficient time for their meetings. By having the three committees meet simultaneously, each committee will meet for a longer period of time. This will allow each member to focus more on the committee issues

# SUMMARY AND RECOMMENDATIONS OF THE ACADEMIC AFFAIRS COMMITTEE

**Chair: Vasile Stanescu**

## **I. COMMITTEE SUMMARY**

The Academic Affairs committee discussed many issues, including faculty members English competency, the accountability process, and student representation in tenure process, standardization of grading system across component institutions, and the student input on hiring of faculty. We choose to focus our efforts on the first two issues, as outlined below.

## **II. RECOMMENDATIONS AND KEY FINDINGS**

### **A. Faculty Members English Proficiency**

**Recommendation:** Recommend more efficient enforcement of Higher Education Title 3 Section 51.917 pertaining to English Competency. Recommend the creation of a.” additional verbal test of English competency such as a review by a committee of faculty and students in a model class lesson.

**Key Findings:** Interim charges revealed widespread failure to comply with Higher Education Title 3 section 51.917. Many component institutions do not test all faculty as defined by Higher Education Title 3 section faculty. Additionally the test, if any was administrated at all, was not the legislatively prescribed “Test of Spoken English” of the Educational Testing Service or its equivalent. Due to this widespread lack of enforcement virtually all component institutions reported some situation of a faculty member’s not being adequately fluent in English.

### **B. Accountability**

**Recommendation:** The committee recommends that all information concerning accountability be provided to the chair of UTSSAC on a timely and regular basis. Recommend that the subcommittee working on accountability meet with UTSSAC Academic Affairs Committee on a regular basis Or failing that provide progress reports to be presented at each of the UTSSAC meetings. Recommend that avenues be created for student input at the present stage of creative planning, as opposed to notifying UTSSAC when final decisions have already been reached.

Key Findings: Representatives of the Board of Regents at our first meeting **informed** UTSSAC that an Accountability Process was being formed for the U. T. System. A letter was drafted expressing many of the students' concerns, such as their oppositions to standardized testing. This letter was approved by UTSSAC and **forwarded** by **our** Chair, **Arturo Barrio**, to the Chancellor. Additionally several component institutions passed individual resolutions within their **student** governments expressing concern over the accountability issue. UTSSAC feels this high level of student anxiety could best be assuaged by ongoing, regular and continuous interactive dialog between the Board of Regents and UTSSAC.

# SUMMARY AND RECOMMENDATIONS OF THE GRADUATE AFFAIRS COMMITTEE

**Chair: Athanasia Panopoulos**

## I. COMMITTEE SUMMARY

Throughout the 2000-2001 academic year the Graduate Affairs Committee met four times to discuss issues relating to graduate education. The focus became the need of the U. T. System to offer tuition waivers.

## II. RECOMMENDATIONS AND KEY FINDINGS

### A. Tuition Waivers

**Recommendation:** We recommend that the component institutions be permitted to give tuition waivers to teaching assistants, research assistants, and assistant instructors.

**Key Findings:** The current law prohibits state universities from having tuition waivers (see appendix 1), thus preventing the use of an essential recruiting tool to maintain a competitive graduate student enrollment. In contrast to the tuition waiver bill proposed last session (see appendix 2), which mandated that universities must offer waivers, we propose that universities be permitted to offer waivers at their discretion. One possible source of the funding necessary for the components to compensate for these funding stems could be from the recent FICA -exemption agreement. This agreement exempts students who work for their higher education institutions from social security taxes. As a result, there are savings in the employer paid taxes of student workers. Components with this revenue could use this as a source for tuition waivers. It is appropriate that these funds be redirected on behalf of the students, on whose behalf they were previously paid. Several other states offer such tuition waivers (see appendix 3) and Texas needs to offer its institutions this ability to remain competitive. Therefore, we request information of the savings by each institution across the state due to the FICA-exemption agreement, and we also request that the U. T. System strongly encourage the Texas Legislature to permit tuition waivers.

#### IV. APPENDICES GRADUATE AFFAIRS

1. Education Code, Section 54.063
2. Texas 76th Legislature; Senate Bill 946 by **Barrientos**; House Bill 315 by **Maxey**; 1999.
3. Examples include:

University of Michigan

Graduate student teaching assistants (TA) and research assistants (RA) with appointments of a 0.25 fraction and above receive a full tuition waiver, medical benefits and monthly stipend.

University of Illinois

Tuition is waived for all graduate students with Illinois fellowships teaching or research assistantships of 25-67%, as are annual in-service fees. Health and other specialized fees are not waived.

# SUMMARY AND RECOMMENDATIONS OF THE MINORITY AND MULTICULTURAL AFFAIRS COMMITTEE

**Chair: Simon Williams**

## **I. COMMITTEE SUMMARY**

During the 2000-2001 academic year, the committee on Minority and Multicultural Affairs met four times and discussed issues related to administrative support for non-resident alien (international) students, and the continuing problem of low student diversity on our various components. Our attention focused on the apparent lack of support for and inconsistencies in the overseeing of international student affairs. In regards to minority issues, we looked at programs established to close the gap in the rate at which minority students participate in and succeed in higher education.

## **II. RECOMMENDATIONS AND KEY FINDINGS**

### **A. International Student Support**

**Recommendation:** The U. T. System should ensure that all components that contain any international students have at least one designated individual who has been educated in aspects of international student issues. The U. T. System should provide a forum for that education in the form of annual workshops that must be attended by at least one member from each component.

**Key Findings:** Foreign nationals in academic programs represent over 7% of the overall U. T. System student population (See appendix 1). There is, however, tremendous variation from campus to campus as to the number of attending students and this seems to reflect the amount of support that is available to international students (See appendix 2). In addition to dealing with a culture that is often new to them, foreign nationals on student visas must also avoid falling out of legal status. This is not always easy due to the complicated and dynamic nature of U.S. immigration laws. We have found that the administrative support assigned to this population, while generally good, is neither answerable to nor supported by a system-wide mechanism. It is our concern that this inconsistency could lead to the legal status of an international student being put at risk. This committee envisages the U. T. System organizing workshops held at least annually that must be attended by persons representing every component. Such gatherings would facilitate the exchange of ideas and experiences among these administrators and lead to better support for the particular student population they serve. We are

fortunate in that at several of our components there are tremendously talented and experienced administrators who may serve as repositories of information in a workshop or conference setting. It is our hope that these recommendations help to improve matriculation and retention of foreign students during their time in the U. T. System. The positive outcome of these recommendations will be a better international profile for our components, making us more attractive to higher quality internationals. Ultimately the benefit extends to the U. T. System, and the American students, who have the enriching opportunity to interact with and learn from individuals with experiences often far different from their own.

## **B. 'The Joint Admission Medical Program**

**Recommendation:** The U. T. System should strongly encourage the Texas Legislature to expand upon the proposed Joint Admission Medical Program to include other professional and graduate programs.

**Key Findings:** The unequal representation of certain ethnic groups and the economic disadvantaged at our various components is even more dramatic at the post-baccalaureate level (See appendices 3 & 4). Facilitating the development of a student population at the University of Texas that reasonably reflects the diversity of the State of Texas is no easy task. This is further complicated by the need to avoid the legal challenges such as the Hopwood decision. The U. T. System is to be congratulated for its continued attempts at dealing with this issue. A current example is the submission of the Senate Bill 940, containing the Joint Admissions Medical Program, to the Texas State Legislature. At the time of this writing, the bill was engrossed. While generally in support of this bill, our committee has concerns about potential limitations in the effectiveness of the program. We hope, however, that programs of this kind can be developed for other areas of graduate training. One limitation is that a relatively small number of individuals would be selected for inclusion into the program. As a result of this limitation, one would not expect a significant increase in the overall number of potential candidates. In addition, rejection by the program could dissuade students with the dream of practicing medicine from working towards their goal. We suggest that the program should increase the number of individuals into the preparative process without necessarily increasing the number of positions reserved at Medical Schools. This would result in a larger pool of candidates able to apply successfully to institutions, including our own. The need for addressing the homogeneity seen in medical school student bodies is also evident in most other areas of graduate and professional training. Although alternative models may need to be developed, we believe that the Joint Admission Medical Program may serve as a model for other similar ventures.

### III. APPENDIX

1. Texas Higher Education Coordinating Board (THECB) and U. T. System Office of Health Affairs. February 2001. The *University of Texas System Student Demographics Total Enrollment Fall 1996-2000. Reporting Package* for the Board of Regents (p. 89).
2. Ibid (pp. 97-122).
3. Ibid (p. 89)
4. Department of Health and Human Services (1998). *Demographic Profile of the Texas Population Living in Poverty in 1997*.  
[http://www.hhsc.state.tx.us/budget/cons\\_bud/dssi/dempov97.htm](http://www.hhsc.state.tx.us/budget/cons_bud/dssi/dempov97.htm)

# SUMMARY AND RECOMMENDATIONS OF THE STUDENT RIGHTS COMMITTEE

**Chair: Leo H. Gonzalez**

## I. COMMITTEE SUMMARY

This committee discussed issues that affect students in the U. T. System as a whole. All sessions provided useful information to all components over a variety of student concerns. From the discussions in these sessions, two issues were selected to be presented to the U. T. System for consideration.

## II. RECOMMENDATIONS AND KEY FINDINGS

### A. Student Regent

**Recommendation:** The committee recommends the creation of a Student Regent on the Board of Regents with all the powers and privileges of the existing Regents. The Governor shall appoint the Student Regent, as the Texas Constitution allows, from a list provided by The University of Texas System Student Advisory Council. Each component institution, including medical and dental units, may equally contribute applications and recommendations to the U. T. System Student Advisory Council.

Key Findings: Students currently only have one avenue to express their concerns regarding their specific U. T. System Component. This one body, JTSSAC, serves to advise the chancellor on System wide student concerns. Although this body has been successful in its mission, students are still not principally involved in the decision-making process that affects them and their campus communities. With a majority of the decisions concerning the U. T. System decided upon by the Board of Regents, the committee feels that adding a student is imperative to our representation on the regent level within the U. T. System. A majority of the U. T. System components are currently in favor of this proposal. Thirty-eight states currently already have students on their board of regents or similar educational governing boards (Appendix 1). The U. T. System cannot fall behind other states in its quest for excellence in higher education. We recognize that because many of the matters presented to the board during briefing sessions involve the presentation of confidential information and as a result, the committee believes that by allowing a student to be a full regent, the student could be held to the same expectation of confidentiality. The U. T. System should make every effort to strengthen its relationship with its student, most importantly at the faculty/student level, but also with the Board of Regents .

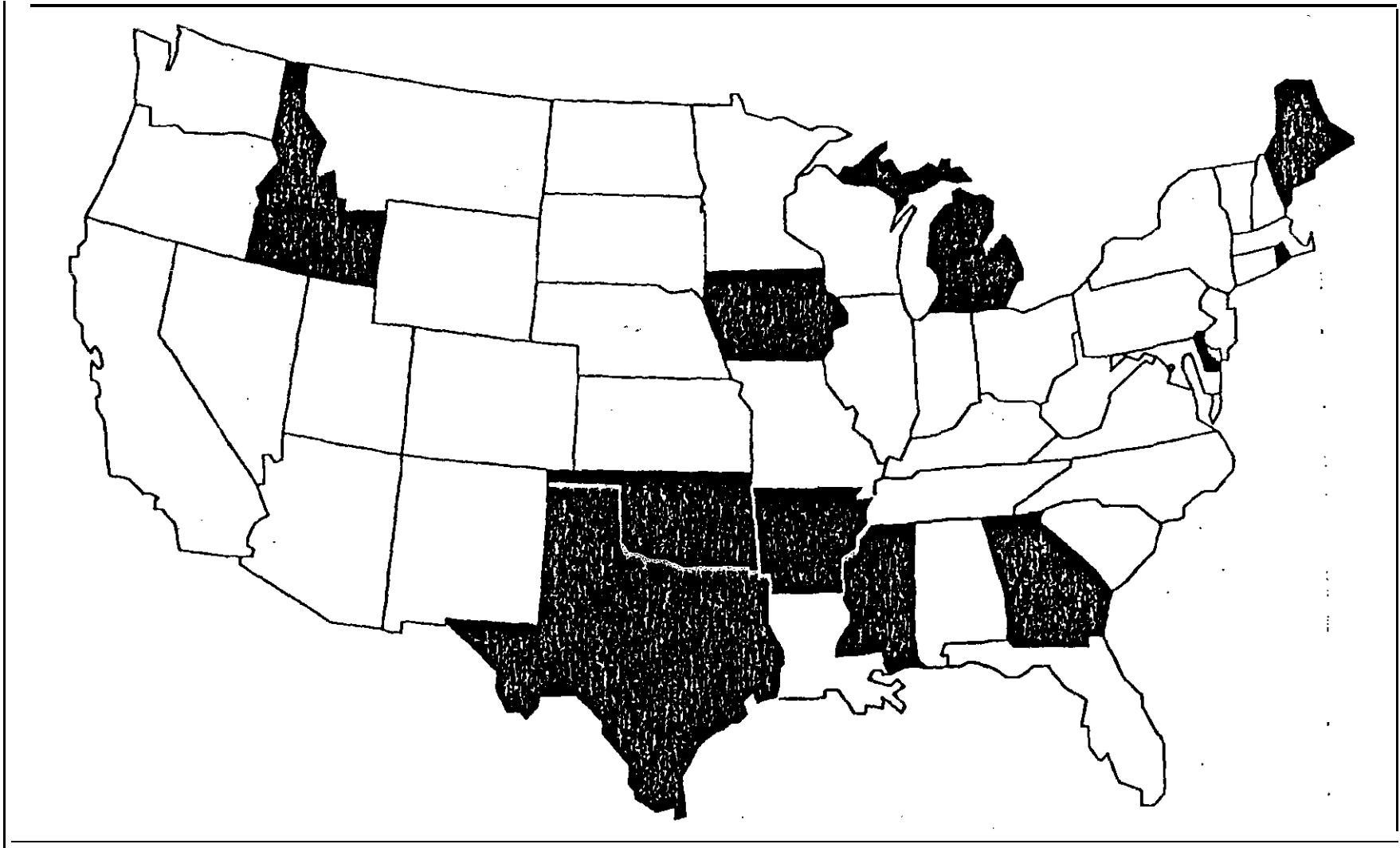
## B. Book Store Procedures

Recommendation: We recommend that the U. T. System mandate that each U. T. component should make available upon request the complete list of classes being referred and books **required** for these courses, within a timely manner, at the beginning of each new academic semester. Groups, which should be provided access to this **include**, but are not limited to, so-called “off-campus” bookstore, online vendors and interested student groups. This book-list should be presented in an easily comprehensible manner, in both print and digital formats, and should also include the correct book title, edition, **and** ISBN number.

**Key Findings:** After researching the procedures of each U. T. component’s bookstore, the committee concluded that there is a need for a standardized system. No guidelines have been established System -wide for disbursement of professors compiled book list. With books being an essential part of **success** in the classroom, the delay in receiving books that are needed and **finding** books that are inexpensive **can** hinder a student’s academic progress. The U. T. System should make every effort to assist students in obtaining by promoting fair and equal competition between on and off -campus bookstores. Any standardized system provides for such competition and assists students in **obtaining** the **necessary** materials for **success** in the **classroom**

■ States with no student on a public-university governing board (Ark., De., Ga., Idaho, Iowa, Maine, Mich., Miss., Okla., R.I., and Texas)

□ States with at least one student on a public-university governing board



**SUMMARY AND RECOMMENDATIONS  
OF  
THE TECHNOLOGY AFFAIRS COMMITTEE**

**Chair: Nicholas L. Cook**

**I. COMMITTEE SUMMARY**

This committee, established by UTSSAC in May of 2000, met for the first time to discuss several issues of technological concerns throughout the system. All sessions proved to be successful and the committee, as a whole, selected three issues and recommendations for the U. T. System to consider.

**II. RECOMMENDATIONS AND KEY FINDINGS**

**A. Online Student Services**

**Recommendation:** We recommend that The University of Texas System require online Student Services through a secured site to allow for registration, payment of fees and fines, adding and dropping courses, ordering transcripts and making available students' grades. (See Appendix 1)

**Key Findings:** We have seen how efficient and user-friendly online student services can be as per U. T. Arlington and U. T. San Antonio (See Appendix 1.). Due to the increased use of the Internet and the practicality of having offices "open" 24 hours a day, 7 days a week, via the web, students would be able to use time more efficiently, while making processes such as registration and ordering transcripts more efficient for the associated offices. We concluded that student services are vital and will help with recruitment and retention due to the ease and convenience, rather than standing in the lines and visiting each individual office. As stated above, the system will be ideal for the student, especially for the non-traditional students, but also for each U. T. component's staff and administration.

**B. Availability of Contractual Merchandise Online**

**Recommendation:** The University of Texas System should make available the distribution of software, without requiring the distribution of CDs, through existing and future contractual agreements with software companies, through the secure site in each component institution's web site.

**Key Findings:** By making software available to students online, there is no need for distributing CDs, thus reducing the cost to students. Currently, students are purchasing the CD to install programs to their computers, whereas, the student could download the software without having to buy the accompanying CD. This would eliminate the need to purchase hardware but maintain the integrity of limited distribution to U. T. students and the availability to sign the software user agreement online.

## **C. Faculty WebPages**

**Recommendation:** The U. T. System should require that each component institution provide and maintain an **online directory** of information for every professor, lecturer, and teaching assistant to include the following information: instructor name, office location, office hours, office telephone number, e-mail address, and a syllabus of each class taught. (See Appendix 2)

**Key Findings:** Instructors should be accessible to their students to help provide academic guidance and class information. Therefore, certain information, such as contact information, course description and assignments should be **provided** to students via the web. It was the concern of the committee that many instructors are not easily found by their students. By requiring instructors of the departments to maintain such a database available on the web, important information about the instructor and course are made available to students at all times. This will improve communication between students and instructors. U. T. Arlington, (See Attachment 2), has implemented such a system, maintained by a party other than the instructor, that would strengthen each component through precise and correct information, therefore strengthening the system.

## Technology Committee Appendix 1

**This Appendix relates to the first recommendation relating to online Student Services. The information within has been provided by UT San Antonio and UT Arlington, [www.utsa.edu](http://www.utsa.edu) and [www.uta.edu](http://www.uta.edu) respectively.**



**THE UNIVERSITY OF TEXAS  
AT ARLINGTON**  
Student Data Online

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Welcome to **UTA's** Student Data Online Web Site!

This **UTA** Web site is available Monday through Friday **from** 8:00 a.m. to 10:00 p.m. (Central Time) and Saturday and Sunday **from** noon to **midnight** (Central Time).

Click on Continue to access your personal student data.

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**Continue**



THE UNIVERSITY OF TEXAS  
AT ARLINGTON  
Student Data Online

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## Registration Menu

Select Semester

Check Registration Eligibility

Register, Add or Drop Courses

List Open Sections

**Parking** options

Calculate Registration Fees

List Your Class Schedule

List Your Class Schedule with Registration Fees

Questions or Comments

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[Student Data Menu](#)

[Registration Main Menu](#)

[Logoff](#)

# Pin Entry

Please enter a Social Security Number and Personal Identification Number (PIN). If this is the first time using the ASAP System, your PIN will be your date of birth (EX. May 20, 1960 = 05201960). PIN is case sensitive so you must remember exact entry.

Social Security Number:

Personal Identification Number:

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[Return to ASAP home page.](#)  
[Return to UTSA home page.](#)

# Student Pin

If PIN has been established you may go on to the below links. If you wish to change your PIN, click on Modify. If your PIN has not been established, click on Create.

**PIN record located**

Name: GONZALEZ, LEO HENRY  
Campus: UTSA  
Email: leog@lonestar.utsa.edu

**Modify Pin record**

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**Registration**

**Payment Options**

**Grades**

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**Financial Aid Status**

**Academic Data**

**Financial Aid Documents**

@Address

**Financial Aid Awards / Disbursements**

Admission Missing Documents

@Class Schedule

Current Balance

**Holds**

hiut Bill

@Transfer Evaluation

**Testing**

Orientation Dates

**Pre-ExCET Scores**

**BACK TO PIN**

**Technology Committee  
Appendix 2**

**This Appendix relates to the third recommendation relating to faculty webpages. The information within has been provided by UT Arlington's website, [www.uta.edu](http://www.uta.edu).**

Technology Committee  
Appendix 2

This Appendix relates to the third recommendation relating to faculty webpages. The information within has been provided by UT Arlington's website, [www.uta.edu](http://www.uta.edu).

two pls insert  
in file copy  
of 5/2  
SAC ltr. to  
Dr. Pena. 5/9

Appendix 2  
insert provided  
to members of  
the Board @  
5/9/01 BOR mtg  
w/ SAC.



THE UNIVERSITY OF TEXAS  
AT ARLINGTON  
Course Data Online

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Do not use the BACK, GO or RELOAD features. Using these features will result in error messages forcing you to reenter your data.

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## View an Existing Syllabus

**Disclaimer:** This on-line syllabus is provided for student convenience and is based on the most recent information available. There is no guarantee that the information is 100% accurate. If you have special concerns about course information, you are advised to contact the instructor.

POLS 23 11 Section 088  
Spring 2001  
TBA

OFF CMP  
Distance Learning Class

1. **Instructor:** Michael K. Moore
2. **Office Location:** 3 16 Davis Hall
3. **Office Hours:** 10:00 - 11:00 MWF
4. **Phone:** 817-272-7422
5. **Fax:** 817-272-3400
6. **Mailbox:** 19118
7. **Email:** mmoore@uta.edu
8. **Instructor WWW Site:** <http://www.uta.edu/pols/mmoore.htm>
9. **Course WWW Site:** <http://distance.uta.edu/Classes/Info/POLS2311/>
10. **Course Prerequisites:**

None

### 11. Required Readings/Materials:

Welch, Susan; John Gruhl, John Coner, Susan M. Rigdon, and Jan Vermeer, 1999, Understanding American Government, 5th Edition, Belmont, California: Wadsworth Publishing Co. (Required) ISBN#: 0-534-55359-1 Study guide to accompany the text (optional) ISBN#: 0-534-55360-5

### 12. Course Description

Government of the United States aims to acquaint students with the fundamentals of American government and to encourage the critical evaluation of issues related to politics. The course also strives to impart an appreciation of the demands and difficulties of a modern democracy. Students will read text materials, view video lecture clips, and access more than 200 web pages, class notes and supplementary text on-line evaluations and surveys and links to

you web pages, class notes and supporting text, on-line evaluations and surveys, and links to World-Wide Web resources. Requirements include participation in a survey of political attitudes and threaded discussions through WebBoard. Additionally, there are 14 online unit exams and a comprehensive final exam.

### **13. Course Learning Goals/Objectives:**

This course aims to acquaint you with the fundamentals of American government and to encourage the critical evaluation of issues related to politics. The course also strives to give you an appreciation of the demands and difficulties of a modern democracy.

### **14. Attendance and Drop Policy:**

Attendance does not apply since this course is a distance education course. Students should refer to the university schedule for the appropriate drop date.

### **15. Tentative Lecture/Topic Schedule (course content):**

This course is self paced. Course Intro & Theories of Democracy; Constitution; Federalism; Civil Liberties; Civil Rights Exams 1- 5 and WebBoard Postings by February 20, at 5:00pm Congress; Presidency; Bureaucracy; Judiciary Exams 6-9 and WebBoard Postings by March 27, at 5:00pm Political Parties; Interest Groups; Voting & Participation; Socialization & Public Opinion Exams 10-14 and WebBoard Postings by May 1 at 5:00pm Final Exam Comprehensive by May 8 at 5:00pm

## **Specific Course Requirements with descriptions**

1. Quizzes (number and type):

2. **Examinations** (number and type):

During the semester you will take fifteen (15) exams which cover both the lecture and text material. Fourteen of these exams are unit exams and will count for 55% of your grade. The final exam is comprehensive and will count for 35% of your grade. All exams are multiple choice

3. **Final Examination** Final Exam Comprehensive

4. **Other Graded Assignments (Homework / Projects / Labs / Research Papers):**

WebBoard Postings - Students are required to post messages to 14 different WebBoard discussion groups

5. **Missed Exams, Quizzes and Makeup Work:**

none

6. **Grading Format Weighting / Point Value of Assignments and Examinations:**

Fourteen unit exams count for 55% of your grade. The final exam is comprehensive and counts for 35% of your grade.

7. **Other Information:**

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### **Final Review Week**

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes,

research problems or exercises of similar scope that have a completion date during or following this week, unless specified in the class syllabi. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week.

**Americans With Disabilities Act**

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93 112 -- The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans With Disabilities Act - (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide **“reasonable accommodation”** to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with **informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.**

**Academic Dishonesty**

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. **All** persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

“Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.” (Regents’ Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22)

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Created/Last Updated by	Date	Time
MOOREM	02/05/2001	4: 12 pm
MOOREM	02/05/2001	4: 10 pm

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research problems or exercises of similar scope that have a completion date **during** or following this week **unless** specified in the class syllabi. During **Final Review Week**, an instructor shall not **give** any examinations constituting **10%** or more of the final grade, **except** makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final **examination** during Final Review Week.

**Americans With Disabilities Act**

The University of Texas at Arlington is on record as **being** committed to both the **spirit** and letter of federal **equal opportunity** legislation; reference Public Law 93112 -- The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation **entitled Americans With Disabilities Act - (ADA)**, pursuant to section 504 of The **Rehabilitation Act**, there is renewed **focus** on providing **this** population with the same opportunities enjoyed by **all citizens**.

As a faculty member, I am required by law to provide **“reasonable accommodation”** to students with **disabilities**, so as not to discriminate **on** the basis of that disability. Student responsibility primarily rests with informing **faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels**.

**Academic Dishonesty**

It is the philosophy of The University of Texas at **Arlington that** academic dishonesty is a completely **unacceptable** mode of conduct and will not be tolerated in any form. **All persons** involved in academic dishonesty will be disciplined in accordance **with** University regulations and **procedures**. Discipline may include suspension or expulsion **from** the University.

“Scholastic dishonesty includes but is not limited to **cheating**, plagiarism, collusion, the submission for credit of any work or materials **that** are attributable in whole or in part to **another** person, taking an examination for another person, any **act** designed to give unfair advantage to a student or the attempt to commit such acts.” (Regents’ **Rules** and Regulations, **Part** One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22)

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Created/Last Updated by	D a t e	T i m e
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# SUMMARY AND RECOMMENDATIONS OF THE TUITION AND FEES COMMITTEE

**Chair: Paul Tran**

## **I. COMMITTEE SUMMARY**

The 2000-2001 Tuition and Fees Committee of The University of Texas System Student Advisory Council (UTSSAC) convened four times throughout the academic year to discuss issues relating specifically to student finances. Throughout every meeting, the topic of student financial assistance was a main concern. Due to the reverberation of the topic, we found that a lack of consistency existed throughout the System. In order to encourage universality, the committee focused on two main objectives: (1) to create a system-wide one-stop-shop for financial assistance and (2) to require entrance exams with exit exams for student loans.

## **II. RECOMMENDATIONS AND KEY FINDINGS**

### **A. Financial Aid Webpage**

**Recommendation:** The U. T. System should establish a web page consolidated from various U. T. components that will offer every student the opportunity to access an equivalent amount of financial information. This web page should provide a search engine, links to and from every U. T. component, and access to an abundance of information in the form of federal financial aid, scholarships, grants and loans. The web page will be located on the U. T. System web site.

**Key Findings:** The Internet is rapidly emerging as viable resources for the students around the world. Due to its increased use and practically, the Internet provides the most effective distribution of data. Students everywhere are looking toward the Internet to assist them with their needs. Students use the Internet to aid them with their college-related decisions and therefore, look to it as a source for funding their education. After reviewing the various U. T. components financial aid procedures it was evident that there was a lack of consistency. Some components provide their students with a wealth of information while others fail to do so. Since a rapidly increasing number of U. T. students receive some form of financial assistance, it is extremely necessary to supply this type of information to them in the most concise manner. Therefore, we propose a web page be created on the U. T. System homepage adhering to the following specifications.

1. A page split in two frames.
  - a. The first **will** hold a list of links to the different components' financial aid **WebPages**.
  - b. The second frame **will** consist of a search engine to search for financial assistance through key words and descriptions (i.e. ethnic background, **military** service, etc.). Links to general scholarships, loans, and grants, as well financial assistance links specific to medical and other professions will be provided.
2. Each component's financial aid web page will link to this web page.

## **B. Entrance and Exit Loan Exams**

Recommendation: The U. T. System should establish a system -wide **procedure** of administering entrance exams in those components that offer exit exams as a form of loan counseling. These exams should be available on-line with the option of personal counseling, as well.

Key Findings: As per federal law, exit loan exams are offered to students. However, there are **many** discrepancies between the different components. Some are offered on-line, while others are not. We feel that if these loan exam were on-line, students would not only have better accessibility, but will be required to thoroughly go through the process and learn about how much and when their particular **loan** will have to **be** repaid. For exam **ple**, U. T. Tyler currently **utilizes** this type of on -line counseling for entrance and exit exams with an interactive web sit that **allows** the student to calculate future interest and monthly loan payments. Following this example, entrance exams should accompany exit exams. This **will** provide students with the necessary information to make decisions that **will** impact their financial future.



**UT System  
Academic  
Institutions**

UT Arlington

UT Austin

UT Brownsville

Dallas

UT El Paso

UT Pan American

UT Permian  
Basin

UT San Antonio

UT Tyler

**UT System  
Health  
Institutions**

UT  
Southwestern  
Medical Center  
a t

UT Medical  
Branch at  
Galveston

UT Health  
Science Center  
at Houston

## SEARCH ENGINE HERE

### Scholarships

FastWEB (Financial Aid Search Through the WEB) is one of the largest scholarship search engines on the Internet. It provides access to a searchable database of more than 275,000 private sector scholarships, fellowships, grants, and student loans available to students.

CASHE® (College Aid Sources for Higher Education), Sallie Mae's free Online Scholarship Service. This service gives students access to financial aid resources for college.

CollegeQuest Peterson's database of more than 850,000 college scholarships, awards, grants, and prizes.

FreeSch There are 1922 organizations offering 147,700 scholarship awards online.

Scholarship and Financial Aid Information at FIU is for research grants, scholarships, student loan funds, and for specific populations: Afro-American college students, Afro-Americans, Asian American college students, Asian Americans, Hispanic American college students, Hispanic Americans, Native American college students, Native Americans, and so on.

FinAid from PLUS to Perkins loans, scholarships, grants, and grad school funds.

Graduate Fellowship Notebook The Cornell University Graduate School Fellowship Notebook is a database of fellowships, the majority from non-Cornell sources.

ACS Minority Affairs Resources Financial aid resources specifically for African-American students. These scholarships, grants, fellowships, Internships are targeted for minority groups focusing on the sciences in the broad sense, or on chemistry, biochemical engineering, or related fields.