

# Temple College



TEMPLE COLLEGE

## Core Curriculum Evaluation Report

May 1, 2010

## **Purpose Statement**

The Associate of Arts degree represents the first two years of college study towards a bachelor's degree. Fundamental to this study is the core curriculum. Comprising 42 semester hours of credit, this core of courses is designed to help the student acquire important intellectual skills, develop an appreciation for the major systems of learning, and open his or her mind to significant aspects of other cultures.

The Temple College Core Curriculum was developed with the intention of providing a breadth and depth of knowledge that encourages lifelong learning; facilitates professional preparation; prepares students to function effectively in a diverse and democratic society; and suggests a practical means for maintaining a healthy lifestyle.

The core curriculum is built on a series of basic intellectual competencies -- reading, writing, speaking, listening, critical thinking, and computer literacy -- which are critical to the learning process in all disciplines. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. To that end, the Temple College core curriculum seeks to build on the student's prior knowledge and skills by fostering standards of competence appropriate to the course and discipline and by providing students with opportunities to practice and demonstrate these basic competencies.

Intellectual competence is but one aspect of what is regarded as a well-educated individual. The core curriculum also seeks to reflect the perspectives commonly recognized as hallmarks of a liberal education and the habits of the mind of a lifelong learner. At Temple College, the core curriculum is designed to enable a student to:

- establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diversified world,
- discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society,
- recognize the importance of maintaining health and wellness,
- understand how technology and science affects lives and to use technology knowingly,
- develop personal values for ethical behavior,
- develop the ability to make aesthetic judgments,
- use logical reasoning in problem solving,
- and integrate knowledge and understand the interrelationships of the scholarly disciplines.

Each content area contributes to the goals of the core curriculum by concentrating on educational objectives which define the scholarly disciplines. The outcomes which are specified for the discipline areas are intended to provide students with a perspective on their experience through an acquaintance with the subject matter and methodology of each discipline. They provide students with the opportunity to understand how these disciplines present varying views of the individual, society, and the world, and of appreciating the methods by which scholars in a given discipline organize and evaluate data. The perspectives acquired in these studies describe the potential, as well as the limitations, of each discipline in understanding the human experience.

Students completing Temple College's core curriculum are well prepared for the challenges of additional scholarly pursuits and can take their places as productive workers and citizens.

## **Processes and Procedures for Evaluating the Core Curriculum**

The evaluation processes and procedures involved the instructional departments responsible for the content areas of the core curriculum, the Curriculum Committee, the Educational Services office which is headed by the Vice President of Educational Services who serves as the chief academic instructional officer for the college, and the Institutional Effectiveness, Research, and Planning office.

Initially, the core curriculum was developed through a committee composed of faculty representatives from instructional departments of Art, Communications, Humanities, Math, Physical Education and Health, Science, and Social Science. The initial charge of the committee was to make recommendations for the major components of the College's core curriculum including rationales and explanations regarding the goals, components, and objectives of the core. The recommendations were reviewed by the Instructional Council, the President, and eventually approved by the board of trustees.

Subsequent changes to the core curriculum were submitted to the Curriculum Committee for review and approval. Additions and deletions were then sent to the THECB for review. In general, these reviews occurred annually reflecting departmental and programmatic changes. The committee is charged with approving additions to the core curriculum which meets the stated purpose and rationale of the initial plan. The curriculum committee is also charged with monitoring and coordinating the logistics of maintaining an up to date list of appropriate courses.

The process for specific course content evaluation began in earnest during the spring semester of 2003. Those responsible for the formal evaluation process were:

- VP of Educational Services
- Director of Institutional Effectiveness, Research, and Planning
- Director of the Division of Enrollment Management
- Three Academic Division Directors

- Academic Department Chairs and key faculty

The Office of Institutional Effectiveness researched examples of formats appropriate to the task of identifying the instructional and assessment methodologies utilized by the instructors. Examples were presented the Educational Services division. The committee members were provided with a white paper outlining the statutory requirements, the focus of the evaluation, and the issues which needed to be addressed. A Copy of the *Assumption and Defining Characteristics* was provided to each committee member. The group was instructed in the process of completing the evaluation forms. Under the guidance of division directors and department heads, the faculty reviewed each course listed in the core curriculum. The results of the course evaluations were reported to the Office of Institutional Effectiveness in September and the result of this stage of the evaluation process is reflected in the tables of the exemplary educational objectives on a course-by-course basis.

**Sample alignment document 1**

Sample 1

**Area: Communication**

The objective of a communication component of a core curriculum is to enable the student to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience.

**Course: English 1302 Composition II**

Exemplary Educational Outcomes	Instructional Strategy	Assessment Criteria
1. To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.	Directed Readings in a variety of genres, Cooperative Learning in Discussion Groups, Lecture, Prompted Writing Assignments-prepared ,and on demand, Process Writing.	Participation, observation, graded essays, graded steps of process writing. Essay tests and objective tests on lecture, assigned readings, and group discussions.
2. To understand the importance of specifying audience and purpose and to select	Prompted writing assignment-prepared	Essay tests and graded essays.

appropriate communication choices.		
3. To understand and appropriately apply modes of expression, i.e., descriptive, expository, narrative, scientific, and self-expressive, in written, visual, and oral communication.	Prompted writing assignment-prepared using literary analysis and expository writing. Self-expressive oral reports on authors and works.	Portfolios and graded essays, Graded oral reports.
4. To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.	Group Assignments. Cooperative Learning. Group Discussions of the literary elements of the various genres.	Participation and Observation
5. To understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.	Lecture, Directed Readings,	Objective tests, Observation. Participation
6. To develop the ability to research and write a documented paper and/or to give an oral presentation.	Fully documented Research Paper using MLA style. Students are required to attend a Library orientation unit on on-line research.	Graded Research Paper. Graded individual steps on research process.

## Sample 2

### Area: **Natural Sciences**

The objective of the study of a natural sciences component of a core curriculum is to enable the student to understand, construct, and evaluate relationships in the natural sciences, and to enable the student to understand the bases for building and testing theories.

### Course: **BIOL 2401 Anatomy and Physiology I**

<b>Exemplary Educational Outcomes</b>	<b>Instructional Strategy</b>	<b>Assessment Methodology</b>
1. To understand and apply method and appropriate technology to the study of natural sciences.	Anatomical lab authentic practice, lecture, directed readings, graphic organizers, computer assisted, group assignment	Instructor observation. Group and individual authentic assignments in evaluated via CAT, student portfolio, objective test and performance assessment.
2. To recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings,	Lecture, directed readings, demonstration, guided practice	Informal instructor observation throughout process, performance assessment, student portfolio

analyses, and interpretation both orally and in writing.		
3. To identify and recognize the differences among competing scientific theories.	Lecture, directed readings & computer assisted techniques	Objective test, CAT (CPS response system review and lecture interactive system)
4. To demonstrate knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values, and public policies.	Graphic organizers, demonstration, lecture. Additional methods include but are not necessarily limited to: content imaging, demonstration, directed readings, problem based learning assignment	Objective test, CAT (CPS response system review and lecture interactive system)
5. To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.	Graphic organizers, demonstration, lecture, content imaging, demonstration, directed readings, problem based learning assignment	Objective test, CAT (CPS response system review and lecture interactive system)

In addition to aligning the courses in the core curriculum with the exemplary educational objectives, the faculty identified methods by which the intellectual competencies and the broad perspectives were being addressed by the core. The evaluation focused on collecting sample content and instructional strategies which focused on each of the competencies and perspectives. The findings were translated to a matrix for a graphic representation of the depth and breadth to which each competency and perspective was addresses.

### ***Sample alignment document 2***

#### **Course: Biol-1406 General Biology-I**

##### ***Intellectual Competencies***

##### ***Sample content or instructional activity***

<b>READING:</b> the ability to analyze and interpret a variety of printed materials -- books, articles, and documents	Diverse reading assignments include textbook, online outlines (pdf), lab book. Students are expected to cover and integrate these materials.
<b>WRITING:</b> the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience	Exams often include extensive essay materials describing various chemical, biological topics
<b>SPEAKING:</b> the ability to communicate orally in clear,	Classroom discussion, class participation strongly encouraged

coherent, and persuasive language appropriate to purpose, occasion, and audience	
<b>LISTENING:</b> the ability to analyze and interpret various forms of spoken communication	Lecture materials, classroom discussion (student-student, student instructor), multimedia materials often incorporated into lecture
<b>CRITICAL THINKING:</b> methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies	Classroom discussion and exam questions both foster integration of ideas to reach new solutions
<b>COMPUTER LITERACY:</b> the ability to use computer-based technology in communicating, solving problems, and acquiring information. Understand of the limits, problems, and possibilities associated with the use of technology	Students utilize web based and CD archived study materials
<i>Perspectives</i>	
Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diversified world	Topics include characterization of living organisms based on their characteristics. Making students aware of the Scientific Method and experimental protocols.
Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society	Examples cited in lecture/discussions often include true life and environmental situations
Recognize the importance of maintaining health and wellness	Discussions include homeostasis and how deviations from a homeostatic condition might affect wellness. A basic discussion of chemistry and biomolecules draws students' attention to such topics as nutrition and metabolism. Discussions on genetics, cell division, and gene exchange foster an understanding of general health and well-being of the individual. Further, topics such as population growth and regulation, human evolution, community interactions and the influence of humans on the ecosystem promote an understanding of the health/wellness of the planet as a whole.
Develop a capacity to use knowledge of how technology and science affect their lives	Students gain an appreciation for the scientific method and are encouraged to develop a logic based thinking methodology
Develop personal values for ethical behavior	Class policy explains expectations that work done will be that of the student. Students are encouraged to research assignments but then to synthesize information rather than plagiarize.
Develop the ability to make aesthetic judgments	
Use logical reasoning in problem solving	Extensive classroom discussions foster the synthesis of varied key components into the broader overall topic of the day. Similar situations occur regularly during review and exams.
Integrate knowledge and understand the interrelationships of the scholarly disciplines	Many students in this course are part of a larger curriculum destined to bring them into science related fields. As a result many transfer into other departmental courses. Materials/topics of several courses dovetail and build upon one another.

As a result of the evaluation process, the standing curriculum committee appointed a subcommittee to investigate how to maintain the process of evaluation. Initial discussions have focused on a formal process for identifying new courses for possible inclusion and on developing an annual review of existing courses. The review of existing courses will follow a shortened

version of the formal evaluation process and will serve to enable the more formal process to proceed with greater depth. The subcommittee envisions a documentation process which will be incorporated into the standard operating procedures of the curriculum committee and which will provide a foundation for student assessment. The plan for evaluating student outcomes details the process and timeline for a more comprehensive plan of assessment.

The initial description of a plan for the assessment of student outcomes was provided by the Office of VP of Educational Services. In the fall Of 2006, the college developed a 4-year assessment plan focused at the different levels of learning as it occurs within the college a. These levels are:

- Classroom assessment
- Course level assessment
- Departmental/Program level assessment
- Degree/General Education assessment

In the Fall 2006 semester, Temple College faculty, assessment committee members, and instructional leadership began implementation of the plan by conducting classroom assessment activities, the focus of which are the goals and objectives of their respective classroom learning activities.

<u>Activities</u>	<u>Who</u>
1. Identify at least one course for CAT	Faculty
2. Review, select, and implement CAT	Faculty
3. Evaluate/analyze results	Faculty
4. Use results to identify and document ongoing improvement(s) and, when appropriate, link these to budgetary or curricular recommendations	Faculty, Dept. Chair(s), Division Director(s)

Course Level Assessment (2007-08):

In the Fall Semester of 2007, Temple College faculty, assessment committee members and instructional leadership continued classroom assessment activities, supplementing their activities with the implementation of course-level assessment.

**Implementation Plan for Course-level Assessment (2007-08)**  
**Goal: Implement course-level assessment of student learning**

<b>Objective:</b>	<b>Action:</b>		<b>Responsible Parties:</b>	<b>Deliverables</b>
Assess course-level skills of TC learners	Instructional leadership will implement assessment of course-level assessment	<ul style="list-style-type: none"> <li>Identify and include all faculty in formative discussions (i.e., full and part-time, on-line, dual credit) regarding the identification and selection of courses to be included</li> </ul>	Faculty Dept. Chairs Division Directors	
	Using course goals/objectives (and available data, if any), establish performance benchmark(s) for each course in assessment cycle.	<ul style="list-style-type: none"> <li>Review data</li> <li>Review course goals/objectives</li> <li>Develop benchmark for course</li> </ul>	Faculty, Dept. Chairs	Revised (or affirmed) course goals and objectives  Established course benchmarks
	Develop proposal for course-level assessment, including development of assessment instrument and timeline(s). Conduct assessment and evaluate results.	<ul style="list-style-type: none"> <li>Research assessment options</li> <li>Select and/or develop course assessment technique</li> <li>Develop methodology</li> </ul>	Faculty, Dept. Chairs  Div. Dir. and VP (as may be needed)	Selected Assessment Strategy  Methodology  Timeline for Assessment Activity
	Identify and implement improvements  In next year, return to first step (with next course in assessment cycle).	<ul style="list-style-type: none"> <li>Review for possible curricular changes, changes to inst. Effectiveness goals, and/or possible budgetary impact</li> </ul>	Faculty, Dept. Chairs Div Dir And VPES (as may be needed)	Revised syllabi  Establish or revised IE goals  Curriculum committee agenda items (if necc)  Budget requests

Department/Program Level Assessment (2008-09)

Although the College’s academic structure reflects the availability of a general education degree, as a community college, it also reflects the availability of a number of program specific degrees and certificates, and the opportunity for academic remediation. For the purpose of assessment of student learning – the areas of the college to participate in department (or program) level of assessment shall include:

• Biotechnology	• Business Management/Business Technology
• CAD/GIS	• Child Development/Education (Technical)
• Computer Technology/CIS (Technical)	• Criminal Justice (Technical)
• Dental Hygiene	• Developmental Education
• EMS	• Nursing (CAN, LVN, RN)
• Respiratory Care	• Surgical Technology

**Implementation Plan for Departmental Assessment (2008-09):**  
**Goal: Implement department-level assessment activities.**

<b>Objective</b>	<b>Action:</b>	<b>Sub-Actions:</b>	<b>Responsible Parties:</b>	<b>Products:</b>
Assess achievement of student learning goals in TC programs or departments	Establish structure to implement department assessment of student learning	<ul style="list-style-type: none"> <li>• Departments establish (or reaffirm) departmental or program based learning goals and begin planning process</li> </ul>	Dept faculty Dept chairs Div Director	*Newly developed (or reaffirmed) departmental (or program) learning goals
	Based on learning goals, departments develop an outline for departmental assessment plans	<ul style="list-style-type: none"> <li>• Collect/review data</li> <li>• Discuss, develop, and recommend department or program based “benchmarks” for student learning</li> <li>• Discuss and select assessment methods and instrument(s)</li> </ul>	Dept faculty Dept chairs Div Director	*Timeline for departmental assessment activities *Benchmarks *Assessment instruments identified (or developed)
	Collect data	<ul style="list-style-type: none"> <li>• Develop methodology</li> <li>• Timeline assessment (including all instructional venues)</li> <li>• Administer instrument</li> <li>• Collect results</li> </ul>	Dept faculty Dept Chair Division Director IR (as needed)	Assessment Data
	Analyze Results	<ul style="list-style-type: none"> <li>• Identify/train evaluators (if needed)</li> <li>• Evaluate artifacts (or data)</li> </ul>	Dept faculty Dept Chair	Scored and evaluated artifacts (or data results)

		<ul style="list-style-type: none"> <li>Return results to program/department for analysis/input</li> <li>Evaluate results against original benchmarks</li> </ul>	Division Director Institutional Research (if necessary)	Report of findings
	Determine curricular, budgetary or IE “follow ups”	<ul style="list-style-type: none"> <li>Evaluate data for curricular or budgetary impact, or revision (or reaffirmation) of IE goals.</li> </ul>	Dept faculty Dept Chair Div Dir A-Team	Evidence of curricular revision, budget recommendations, revised IE goals
	Implement improvements and return to assessment cycle		Dept faculty Dept Chairs	

Degree (or General Education) Assessment (2009-2010)

**Implementation Plan for Degree Program Assessment (2009-2010)**

Goal: Implement degree/general education assessment of student learning

<b>Objective:</b>	<b>Action:</b>	<b>Sub-Action:</b>	<b>Responsible Parties:</b>	<b>Products:</b>
Assess degree (or general education level) learning goals	Select ‘over-arching’ learning goals, set skill(s) benchmark, and research and/or develop assessment instrument and methodology	<ul style="list-style-type: none"> <li>Review assessment data from 2006-2009 to inform selection process.</li> <li>Recommend and establish benchmark</li> <li>Explore/select assessment instrument(s)</li> </ul>	Faculty Staff Dept Chairs Div Directors VPES/AVPs A-Team	Benchmark(s) Instrument and Rubric Methodology Schedule for implementation
	Collect Data	<ul style="list-style-type: none"> <li>Depending on methodology, set date(s) for assessment activities</li> <li>Administer instrument</li> <li>Collect results</li> </ul>	Faculty Dept Chairs Div Directors IR A-Team	Dates for assessment activities Assessment Data for degree and/or general education core
	Analyze Assessment Results	<ul style="list-style-type: none"> <li>Identify/train evaluators</li> <li>Prepare/distribute artifacts for evaluation</li> </ul>	A-Team IR Faculty Dept Chairs	Scored artifacts (or similar results)

		<ul style="list-style-type: none"> <li>• Evaluate and process artifacts</li> <li>• Evaluate results against benchmark</li> </ul>	Div Directors VPES/AVPs	Report of findings
	Review data for improvements and connection in relevant IE, assessment, and/or budget cycles.	<ul style="list-style-type: none"> <li>• Review/discuss results</li> <li>• Identify areas of improvement</li> <li>• Implement improvements and return to assessment cycle</li> </ul>	A-Team Faculty IR Dept Chairs Div Directors VPES/AVPs	Record of recommended improvements, revised IE goals, etc.

In the spring semester 2009, the assessment team created a standing committee to address evaluation issues specific to the core. The team, which is composed primarily of faculty members, reviewed the current documents as that relate to the core curriculum including the 2004 evaluation document. After reviewing the document the committee decided to focus on two areas. The committee questioned the extent to which computer literacy was being assessed throughout the curriculum and they decided to revisit the matrix outlining the extent to which the core addressed the basic intellectual competencies.

To address the computer literacy issue, the committee made a recommendation to the curriculum committee to consider the addition of a stand-alone computer course or the equivalent to the associate of arts degree. The following issues were raised by the committee.

- A subcommittee of the Educational Services Council had earlier determined that computer literacy was not being delivered through other core classes.
- Many students are entering college without the skill set. High School graduation standards no longer require a computer course, and many Veterans and other mature learners lack the requisite computer skills important for college and the workforce.
- There is an additional concern that some faculty may not have an adequate level of computer literacy or time to give student's the help they need.

A subcommittee of the core curriculum standing committee addressed the second issue. The committee met with faculty teaching core courses and refined the curriculum map of basic intellectual competencies. The faculty was asked to identify where in the courses each of the basic intellectual competencies were addressed by indicating if the competency was introduced as a scholarly topic of study, developed through active and direct instruction, or reinforced through classroom activities. I, D, and R were used to designate the levels on the curriculum map. Introducing a competency referred to addressing the concept intellectually but with limited application. Developed was used to designate a competency that was significant to the instructional strategies used in the discipline and could be identified through direct classroom activities. Many times, these were defining characteristics of the course. For instance the intellectual competency of speaking would be developed in a speech course. Reinforce was use to indicate that the competency was evident in the classroom activities, but were not part of direct instruction and were incidental to assessment. An example would be writing reports in a class with the expectation that the student would apply skills learned elsewhere. Another example would be oral presentation in class with out direct instruction in the process. The skills are subservient to the course content.

## **Results**

The Core Curriculum Standing Committee of the Assessment team made the following recommendations to the college's Curriculum Committee and Educational Services Council. The recommendation at this point, by the Standing Core Curriculum Subcommittee, is to add a computer class to the core.

- This new class would have be a 3-hour BCIS or COSC to transfer.

- The committee also notes that an elective from the graduation requirements for an Associate of Arts degree could be replaced by the new requirement.
- A provision for articulation or testing for credit should also be considered.

Discussions about the recommendation included adding a computer literacy course to the graduation requirement but not make it part of the core. That would enable the use of technical computer courses to be used for the requirement. The Educational Services Council had already begun exploring a computer literacy test for students. A successful score on the test would be accepted as credit by exam for the graduation requirement. Other discussion centered on exemption for certain AAS degrees and the Music Field of Study

The initial refinement of the matrix for basic intellectual competencies was completed with most discipline areas completing the process. The next step is to review the document for gaps in coverage and gaps in vertical alignment. The core curriculum committee will request samples from the disciplines for the annual area of focus chosen by the core curriculum committee. Next year's focus will be on critical thinking, so the committee will request samples from those courses that identified that critical thinking was *developed* in that course. The sample will include curricular examples and the results from assessments. The artifacts will be collected through the on-line assessment tool, WEAVEonline. As the process continues, the departments will be asked to review the matrix annually as curriculum changes are made.

And additional benefit of the curriculum mapping process was the streamlining of the core curriculum. The discipline areas discovered that some core courses had prerequisites which made them impossible to apply them to the core. For instance, a second level sociology course

should not be listed since the prerequisite would have already satisfied the core requirement in that area. Some areas removed courses that were designed for discipline majors only. Still other courses were eliminated due to curricular changes over the years. The new core more accurately reflects the current college course offerings and student course-taking patterns. The curriculum committee has begun the process of streamlining the core by eliminating the courses identified by the process. The new stream lined core will be on the first agenda for the Fall 2010 meeting. The standing committee has also institutionalized a process by identifying a focus area each year for in-depth evaluation. Early identification will enable the professional development coordinator to provide targeted workshops in the area. Indirect measures for evaluating the core have been identified and will be monitored through WEAVEonline through the annual assessment of General Education (see Gen Ed Assessment Report).

# Temple College



TEMPLE COLLEGE

## Core Curriculum Matrix of Component Areas with Exemplary Educational Objectives, Basic Intellectual Competencies, and Perspectives

May 1, 2010

**I. Communications: Exemplary Educational Objectives**

The objective of a communication component of a core curriculum is to enable the student to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience.

EEOs						TCCN Designation
01	02	03	04	05	06	
X	X	X	X	X		ENGL 1301 Composition I
X	X	X	X	X	X	ENGL 1302 Composition II
X	X	X		X	X	ENGL 2311 Technical and Business Writing
X	X	X	X	X	X	SPCH 1311 Introduction to Speech Communication
X	X	X	X	X	X	SPCH 1315 Public Speaking
X		X	X	X	X	SPCH 1318 Interpersonal Communication
X	X	X	X	X	X	SPCH 1321 Business and Professional Speaking
X	X	X	X	X	X	SPCH 2333 Discussion and Small Group Communication
						<b>Exemplary Educational Objectives</b>
						0106: To develop the ability to research and write a documented paper and/or to give an oral presentation
						0105: To understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument
						0104: To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding
						0103: To understand and appropriately apply modes of expression, i.e., descriptive, expository, narrative, scientific, and self-expressive, in written, visual, and oral communication
						0102: To understand the importance of specifying audience and purpose and to select appropriate communication choices
						0101: To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation

## II. Mathematics: Exemplary Educational Objectives

The objective of the mathematics component of the core curriculum is to develop a quantitatively literate college graduate. Every college graduate should be able to apply basic mathematical tools in the solution of real-world problems

EEOs							TCCN Designation
01	02	02	04	05	06	07	
X	X	X	X	X	X	X	MATH 1314 College Algebra
X	X	X	X	X	X	X	MATH 1316 Trigonometry
X	X	X	X	X	X	X	MATH 1324 Mathematics for Business and Social Sciences I
X	X	X	X	X	X	X	MATH 1325 Mathematics for Business and Social Sciences II
X	X	X	X	X	X	X	MATH 1332 Contemporary Mathematics I
X	X	X	X	X	X	X	MATH 1348 Analytic Geometry
X	X	X	X	X	X	X	MATH 2318 Linear Algebra
X	X	X	X	X	X	X	MATH 2320 Differential Equations
X	X	X	X	X	X	X	MATH 2342 Elementary Statistical Methods
X	X	X	X	X	X	X	MATH 2412 Pre-calculus Math
X	X	X	X	X	X	X	MATH 2413 Calculus I
X	X	X	X	X	X	X	MATH 2414 Calculus II
X	X	X	X	X	X	X	MATH 2415 Calculus III
							<b>Exemplary Educational Objectives</b>
							0207: To develop the view that mathematics is an evolving discipline, interrelated with human culture, and understand its connections to other disciplines
							0206: To recognize the limitations of mathematical and statistical models
							0205: To interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them
							0204: To use appropriate technology to enhance mathematical thinking and understanding and to solve mathematical problems and judge the reasonableness of the results
							0203: To expand mathematical reasoning skills and formal logic to develop convincing mathematical arguments
							0202: To represent and evaluate basic mathematical information verbally, numerically, graphically, and symbolically
							0201: To apply arithmetic, algebraic, geometric, higher-order thinking, and statistical methods to modeling and solving real-world situations

### III. Natural Sciences: Exemplary Educational Objectives

The objective of a communication component of a core curriculum is to enable the student to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience.

EEOs					TCCN Designation
01	02	03	04	05	
X	X	X	X	X	BIOL 1406 General Biology I
X	X	X	X	X	BIOL 1407 General Biology II
X	X	X	X	X	BIOL 1411 General Botany
X	X	X	X	X	BIOL 1413 General Zoology
X	X	X	X	X	BIOL 1424 Systematic Botany
					BIOL 2306 Environmental Biology (Formerly Plants and Man) <b>(remove)</b>
X	X	X	X	X	BIOL 2316 Genetics
X	X	X	X	X	BIOL 2401 Anatomy and Physiology I
X	X	X	X	X	BIOL 2402 Anatomy and Physiology II
X	X	X	X	X	BIOL 2404 Introduction to Anatomy and Physiology
X	X	X	X	X	BIOL 2421 Microbiology
X	X	X	X	X	BIOL 2428 Vertebrate Zoology
X	X	X	X	X	BIOL 2470 General Entomology
					CHEM 1104 Chemical Calculations <b>(remove)</b>
X	X				CHEM 1105 Introductory Chemistry I Laboratory
X	X			X	CHEM 1111 General Chemistry I Laboratory
X	X			X	CHEM 1112 General Chemistry II Laboratory
X	X		X	X	CHEM 1305 Introductory Chemistry I
X	X			X	CHEM 1311 General Chemistry I
X	X			X	CHEM 1312 General Chemistry II
X	X		X	X	CHEM 1407 Introductory Chemistry II
X	X		X	X	CHEM 1408 Introductory Chemistry II (Allied Health)
X	X			X	CHEM 2423 Organic Chemistry I
X	X			X	CHEM 2425 Organic Chemistry II
X	X				GEOL 1103 Physical Geology Laboratory
X	X	X	X	X	GEOL 1303 Physical Geology
					<b>Exemplary Educational Objectives</b>
					0305 - To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture
					0304 - To demonstrate knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values, and public policies
					0303 - To identify and recognize the differences among competing scientific theories
					0302 - To recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analyses, and interpretation both orally and in writing
					0301 - To understand and apply method and appropriate technology to the study of natural sciences

### III. Natural Sciences: Exemplary Educational Objectives

EEOs					TCCN Designation
01	02	03	04	05	
X	X			X	PHYS 1111 Introductory Astronomy Laboratory
X	X	X			PHYS 1311 Introductory Astronomy I
X	X			X	PHYS 1401 College Physics I
X	X			X	PHYS 1402 College Physics II
X	X		X	X	PHYS 1405 Elementary Physics I
X	X			X	PHYS 2425 University Physics I
X	X			X	PHYS 2426 University Physics II
X	X	X	X	X	ENVR 1301 Environmental Science I
X	X		X	X	ENVR 1101 Environmental Science I Lab
					<b>Exemplary Educational Objectives</b>
					0305 - To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture
					0304 - To demonstrate knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values, and public policies
					0303 - To identify and recognize the differences among competing scientific theories
					0302 - To recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analyses, and interpretation both orally and in writing
					0301 - To understand and apply method and appropriate technology to the study of natural sciences

#### IV. Humanities and Visual Arts: Exemplary Educational Objectives

The objective of the humanities and visual and performing arts in a core curriculum is to expand students' knowledge of the human condition and human cultures, especially in relation to behaviors, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the visual and performing arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

EEOs							TCCN Designation
01	02	03	04	05	06	07	
X	X	X		X	X	X	HUMA 1301 Introduction to the Humanities I
X	X		X	X		X	HUMA 1302 Introduction to the Humanities II
X	X	X	X	X	X	X	ENGL 2322 British Literature I
X	X	X	X	X	X	X	ENGL 2323 British Literature II
X	X	X	X	X	X	X	ENGL 2327 American Literature I
X	X	X	X	X	X	X	ENGL 2328 American Literature II
X	X	X	X	X	X	X	ENGL 2332 World Literature I
X	X	X	X	X	X	X	ENGL 2333 World Literature II
							ENGL 2370 Literary Analysis <b>(remove)</b>
X	X	X	X	X	X	X	PHIL 1301 Introduction to Philosophy
X	X	X	X	X	X	X	PHIL 1304 Introduction to World Religions
X	X	X	X	X	X	X	PHIL 1316 History of Religions I
X	X	X	X	X	X	X	PHIL 1317 History of Religions II
X	X	X	X	X	X	X	PHIL 2306 Introduction to Ethics
X	X	X	X	X	X	X	PHIL 2307 Introduction to Social and Political Philosophy
X	X	X			X	X	HIST 2311 Western Civilization I
X	X	X			X	X	HIST 2312 Western Civilization II
X	X	X	X	X	X	X	ARTS 1301 Art Appreciation
X	X	X		X	X	X	ARTS 1303 Art History Survey I
X	X	X		X	X	X	ARTS 1304 Art History Survey II
X	X	X	X	X	X	X	ARTS 1311 Design I
X	X	X	X	X	X	X	ARTS 1312 Design II
X	X	X	X	X	X	X	ARTS 1316 Drawing I
X	X	X	X	X	X	X	ARTS1317 Drawing II
X	X	X	X	X	X	X	ARTS 2313 Design Communication I (Illustrator)
X	X	X	X	X	X	X	ARTS 2314 Design Communication II (Photoshop)
							<b>Exemplary Educational Objectives</b>
							0407: To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences
							0406: To develop an appreciation for the aesthetic principles that guide or govern the humanities and arts
							0405: To articulate an informed personal reaction to works in the arts and humanities
							0404: To engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the author or visual or performing artist
							0403: To respond critically to works in the arts and humanities
							0402: To understand those works as expressions of individual and human values within an historical and social context
							0401: To demonstrate awareness of the scope and variety of works in the arts and humanities

#### IV. Humanities and Visual Arts: Exemplary Educational Objectives

EEOs							TCCN Designation
01	02	02	04	05	06	07	
X	X	X	X	X	X	X	ARTS 2316 Painting I
X	X	X	X	X	X	X	ARTS 2317 Painting II
X	X	X	X	X	X	X	ARTS 2323 Drawing III
X	X	X	X	X	X	X	ARTS 2326 Sculpture I
X	X	X	X	X	X	X	ARTS 2333 Printmaking I
X	X	X	X	X	X	X	ARTS 2334 Printmaking II
X	X	X	X	X	X	X	ARTS 2346 Ceramics I
X	X	X	X	X	X	X	ARTS 2347 Ceramics II
X	X	X	X	X	X	X	ARTS 2348 Digital Art I
X	X	X	X	X	X	X	ARTS 2349 Digital Art II
X	X	X	X	X	X	X	ARTS 2356 Photography I
X	X	X	X	X	X	X	ARTS 2357 Photography II
			X				DRAM 1121 Theater Practicum II
X	X	X		X	X	X	DRAM 1310 Introduction to Theater
			X				DRAM 1330 Stagecraft
			X				DRAM 1341 Make-Up
			X				DRAM 1351 Acting I
			X				DRAM 1352 Acting II
			X				DRAM 2336 Voice for the Theater
X	X	X		X	X	X	DRAM 2363 History of Musical Theater
X	X	X		X		X	DRAM 2366 Development of the Motion Picture
			X				MUEN 1121, 22 Major Instrumental Ensembles
			X				MUEN 1132 – 40, 2131 Chamber Instrumental Ensembles
X	X	X	X	X	X	X	MUEN 1141, 43 Major Vocal Ensembles
			X				MUSI 1116 Elementary Sight Singing and Ear Training I
			X				MUSI 1117 Elementary Sight Singing and Ear Training II
X	X	X	X	X	X	X	MUSI 1159 Musical Theater I
			X				MUSI 1162 Vocal Diction
		X	X				MUSI 1171 Student Recital
			X				MUSI 1181 Piano Class I
			X				MUSI 1182 Piano Class II
X	X	X	X	X	X	X	MUSI 1258 Opera Workshop
			X				MUSI 1263 Jazz Styles and Improvisation
X		X					MUSI 1301 Fundamentals of Music
							<b>Exemplary Educational Objectives</b>
							0407: To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences
							0406: To develop an appreciation for the aesthetic principles that guide or govern the humanities and arts
							0405: To articulate an informed personal reaction to works in the arts and humanities
							0404: To engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the author or visual or performing artist
							0403: To respond critically to works in the arts and humanities
							0402: To understand those works as expressions of individual and human values within an historical and social context
							0401: To demonstrate awareness of the scope and variety of works in the arts and humanities

#### IV. Humanities and Visual Arts: Exemplary Educational Objectives

EEOs							TCCN Designation
01	02	02	04	05	06	07	
X	X	X		X	X		MUSI 1306 Music Appreciation
X	X	X	X	X	X	X	MUSI 1308 Music Literature I
X	X	X	X	X	X	X	MUSI 1309 Music Literature II
X	X	X		X	X		MUSI 1310 American Music
	X		X				MUSI 1311 Music Theory I
	X		X				MUSI 1312 Music Theory II
			X				MUSI 2181 Piano Class III
			X				MUSI 2182 Piano Class IV
			X				MUSI 2116 Advanced Sight Singing and Ear Training I
			X				MUSI 2117 Advances Sight Singing and Ear Training II
	X		X				MUSI 2311 Music Theory III
	X		X				MUSI 2312 Music Theory IV
							<b>Exemplary Educational Objectives</b>
							0407: To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences
							0406: To develop an appreciation for the aesthetic principles that guide or govern the humanities and arts
							0405: To articulate an informed personal reaction to works in the arts and humanities
							0404: To engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the author or visual or performing artist
							0403: To respond critically to works in the arts and humanities
							0402: To understand those works as expressions of individual and human values within an historical and social context
							0401: To demonstrate awareness of the scope and variety of works in the arts and humanities

## V. Social and Behavioral Sciences: Exemplary Educational Objectives

The objective of a social and behavioral science component of a core curriculum is to increase students' knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity

EEOs												TCCN Designation
01	02	03	04	05	06	07	08	09	10	11	12	
	X	X	X	X	X	X					X	HIST 1301 United States History I
	X	X	X	X	X	X					X	HIST 1302 United States History II
	X	X	X	X	X		X				X	HIST 2301 Texas History
X	X	X	X	X	X	X			X	X		GOVT 2301 American Government I
X	X	X	X	X	X	X			X	X		GOVT 2302 American Government II
X	X	X	X	X		X					X	ANTH 2301 Physical Anthropology
X	X	X	X	X							X	ANTH 2302 Intro to Archaeology
X	X	X	X	X			X	X	X	X	X	ANTH 2346 General Anthropology
X	X	X	X	X			X	X	X	X	X	ANTH 2351 Cultural Anthropology
X		X	X	X		X			X			ECON 2301 Principles of Macroeconomics
X		X	X	X		X			X			ECON 2302 Principles of Microeconomics
X	X	X	X	X	X	X	X	X	X	X	X	GEOG 1300 Principles of Geography
X	X	X	X	X			X	X	X	X	X	GEOG 1301 Physical Geography
												<b>Exemplary Educational Objectives</b>
												0512 - To identify and understand differences and commonalities within diverse cultures
												0511: To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy
												0510: To analyze, critically assess, and develop creative solutions to public policy problems
												0509: To recognize and apply reasonable criteria for the acceptability of historical evidence and social research
												0508: To differentiate and analyze historical evidence (documentary and statistical) and differing points of view
												0507: To understand the evolution and current role of the U.S. in the world
												0506: To comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights
												0505: To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study
												0504: To develop and communicate alternative explanations or solutions for contemporary social issues
												0503: To use and critique alternative explanatory systems or theories
												0502: To examine social institutions and processes across a range of historical periods, social structures, and cultures
												0501: To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition

**V. Social and Behavioral Sciences: Exemplary Educational Objectives**

EEOs												TCCN Designation
01	02	02	04	05	06	07	08	09	10	11	12	
X		X	X				X		X		X	PSYC 2301 General Psychology
X		X	X				X	X			X	PSYC 2302 Applied Psychology
X		X	X				X	X			X	PSYC 2303 Intervention Techniques
X	X	X	X	X			X	X		X	X	PSYC 2308 Child Psychology
X	X	X	X	X			X	X		X	X	PSYC 2314 Lifespan Growth and Development
X		X	X				X	X		X	X	PSYC 2315 Psychology of Adjustment
X	X	X	X	X			X	X		X	X	PSYC 2319 Social Psychology
X	X	X	X	X				X		X	X	SOCI 1301 Introduction to Sociology
X	X	X	X	X				X	X	X	X	SOCI 1306 Social Problems
X	X	X	X	X				X	X	X	X	SOCI 2301 Marriage and the Family
X	X	X	X	X				X	X	X	X	SOCI 2320 Minority Studies II
X	X	X	X	X				X	X	X	X	SOCI 2336 Criminology
												<b>Exemplary Educational Objectives</b>
												0512 - To identify and understand differences and commonalities within diverse cultures
												0511: To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy
												0510: To analyze, critically assess, and develop creative solutions to public policy problems
												0509: To recognize and apply reasonable criteria for the acceptability of historical evidence and social research
												0508: To differentiate and analyze historical evidence (documentary and statistical) and differing points of view
												0507: To understand the evolution and current role of the U.S. in the world
												0506: To comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights
												0505: To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study
												0504: To develop and communicate alternative explanations or solutions for contemporary social issues
												0503: To use and critique alternative explanatory systems or theories
												0502: To examine social institutions and processes across a range of historical periods, social structures, and cultures
												0501: To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition

Spring 2010						
4/30/2010						
<b>Core Curriculum Mapping</b>						
<b>I = Introduce, D = Develop, R = Reinforce, X=In Review</b>						
<b>Course</b>	<b>Writing</b>	<b>Reading</b>	<b>Speaking</b>	<b>Listening</b>	<b>Critical Thinking</b>	<b>Computer Literacy</b>
ARTS 1301	R	R			D	R
ARTS 1303	R	R			D	R
ARTS 1304	R	R			D	R
ARTS 1311			R		D	R
ARTS 1312			R		D	R
ARTS 1316					D	
ARTS 1317					D	
ARTS 2313		R			D	R
ARTS 2314		R			D	R
ARTS 2316					D	
ARTS 2317					D	
ARTS 2323					D	
ARTS 2326					D	R
ARTS 2333		R			D	
ARTS 2334	REMOVE	FROM	CORE			
ARTS 2346			R		D	R
ARTS 2347	REMOVE	FROM	CORE			
ARTS 2348		R			D	R
ARTS 2349	REMOVE	FROM	CORE			
ARTS 2356			R		D	
ARTS 2357	REMOVE	FROM	CORE			
BIOL 1406	I				I	
BIOL 1407	I				I	
BIOL 1411	I				I	
BIOL 1413	I				I	
BIOL 1424	R				D	
BIOL 2306	REMOVE	FROM	CORE			
BIOL 2316	D				R	
BIOL 2401	I				I	
BIOL 2402	D				D	
BIOL 2404	I				I	
BIOL 2421	R				R	
BIOL 2428	R				D	
BIOL 2470	D				R	
CHEM (1305) 1405		I			I	D
CHEM 1104	REMOVE	FROM	CORE			
CHEM 1105	REMOVE	FROM	CORE			
CHEM 1111 LAB		I			I	D
CHEM 1112 LAB		D			D	D
CHEM 1311		I			I	
CHEM 1312		D			D	
CHEM 1407		I			I	
CHEM 1408		I			I	
CHEM 2423	REMOVE	FROM	CORE			
CHEM 2425	REMOVE	FROM	CORE			

Spring 2010						
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<b>I = Introduce, D = Develop, R = Reinforce, X=In Review</b>						
<b>Course</b>	<b>Writing</b>	<b>Reading</b>	<b>Speaking</b>	<b>Listening</b>	<b>Critical Thinking</b>	<b>Computer Literacy</b>
DRAM 1121	X	X	X	X		
DRAM 1310	X	X		X	X	
DRAM 1330	X	X		X		
DRAM 1341	X	X				
DRAM 1351	X	X	X	X		
DRAM 1352	X	X	X	X		
DRAM 2336	X	X	X	X		
DRAM 2363	X	X	X		X	
DRAM 2366	X	X	X		X	
ECON 2301		R	R		R	
ECON 2302		R	R		R	
ENGL 1301	I	D			D	R
ENGL 1302	D	D			I	R
ENGL 2311	D	D	I		I	R
ENGL 2322	R	R			R	R
ENGL 2323	R	R			R	R
ENGL 2327	R	R			R	R
ENGL 2328	R	R			R	R
ENGL 2332	REMOVE	FROM	CORE			
ENGL 2333	REMOVE	FROM	CORE			
ENGL 2370	REMOVE	FROM	CORE			
ENVR 1101 LAB		I			I	
ENVR 1301		I			I	
GEOG 1300 (?)	X	X	X	X	X	X
GEOG 1301 (?)	X	X	X	X	X	X
GEOG 1302	NEW?					
GEOG 1303	NEW?					
GEOG 1103 LAB		I			I	
GEOG 1303		I			I	
GEOG 1304		D			D	
GEOG 1104 LAB		D			D	
GOVT 2301	R	R			R	R
GOVT 2302	R	R			R	R
HIST 1301	R	R		R	R	R
HIST 1302	R	R		R	R	R
HIST 2301	R	R		R	R	R
HIST 2311	R	R		R	R	R
HIST 2312	R	R		R	R	R
HUMA 1301	R	R	R	R	D	R
HUMA 1302	R	R	R	R	D	R
MATH 1314					D	I
MATH 1316	REMOVE	FROM	CORE			
MATH 1324	R				D	I
MATH 1325	REMOVE	FROM	CORE			
MATH 1332					D	R

Spring 2010						
4/30/2010						
<b>Core Curriculum Mapping</b>						
<b>I = Introduce, D = Develop, R = Reinforce, X=In Review</b>						
<b>Course</b>	<b>Writing</b>	<b>Reading</b>	<b>Speaking</b>	<b>Listening</b>	<b>Critical Thinking</b>	<b>Computer Literacy</b>
MATH 1342	REMOVE	FROM	CORE			
MATH 1348	REMOVE	FROM	CORE			
MATH 2318	REMOVE	FROM	CORE			
MATH 2320	REMOVE	FROM	CORE			
MATH 2342	REMOVE	FROM	CORE			
MATH 2412					R	D
MATH 2413					R	I
MATH 2414	REMOVE	FROM	CORE			
MATH 2415	REMOVE	FROM	CORE			
MUEN 1121				X		
MUEN 1122				X		
MUEN 1132				X		
MUEN 1133				X		
MUEN 1134				X		
MUEN 1135				X		
MUEN 1136				X		
MUEN 1137				X		
MUEN 1138				X		
MUEN 1139				X		
MUEN 1140				X		
MUEN 1141		X	X	X	X	
MUEN 1142	X		X	X	X	
MUEN 1143	X		X	X	X	
MUEN 1151	NEW?					
MUEN 2131	NEW?					
MUSI 1116	NEW?					
MUSI 1117	NEW?					
MUSI 1159	NEW?					
MUSI 1162	X	X				
MUSI 1171						
MUSI 1181	REMOVE?					
MUSI 1182	REMOVE?					
MUSI 1258	X	X	X	X		
MUSI 1263	X					
MUSI 1301	X	X	X			
MUSI 1306	X	X	X		X	X
MUSI 1308	X	X	X		X	X
MUSI 1309	X	X	X		X	X
MUSI 1310	X	X	X			
MUSI 1311	X				X	X
MUSI 1312	X				X	X
MUSI 2116				X	X	
MUSI 2117					X	X
MUSI 2181	NEW?					
MUSI 2182	NEW?					

Spring 2010						
4/30/2010						
<b>Core Curriculum Mapping</b>						
<b>I = Introduce, D = Develop, R = Reinforce, X=In Review</b>						
<b>Course</b>	<b>Writing</b>	<b>Reading</b>	<b>Speaking</b>	<b>Listening</b>	<b>Critical Thinking</b>	<b>Computer Literacy</b>
MUSI 2311	NEW?					
MUSI 2312	NEW?					
PHED 1111	X		X	X	X	
PHED 1304	X					
PHIL 1301	D	R	R	R	D	R
PHIL 1304	D	R	R	R	D	R
PHIL 1316	D	R	R	R	D	R
PHIL 1317	D	R	R	R	D	R
PHIL 2306	D	R	R	R	D	R
PHIL 2307	D	R	R	R	D	R
PHYS 1103					I	
PHYS 1104 LAB					I	
PHYS 1303		I			I	
PHYS 1304		I			I	
PHYS 1111	REPLACED	BY	PHYS 1103			
PHYS 1311	REPLACED	BY	PHYS 1303			
PHYS 1401	X	X			X	X
PHYS 1402	X	X			X	X
PHYS 1405	X	X			X	X
PHYS 1406 (NEW)	NEW?					
PHYS 2425	X	X			X	X
PHYS 2426	X	X			X	X
PSYC 2301	I	R			D	R
PSYC 2302	R	R			R	R
PSYC 2308	I	R			R	R
PSYC 2314	R	R			D	R
SOC 1301	R	R			D	R
SOCI 1306	R	R				R
SOCI 2301	R	R				R
SOCI 2320	R	R			R	
SOCI 2336	I				I	
SPCH 1311	R	R	D	D	D	R
SPCH 1315	R	R	D	D	D	R
SPCH 1318	REMOVE	FROM	CORE			
SPCH 1321	R	R	D	D	D	R
SPCH 2333	REMOVE	FROM	CORE			

## Perspectives of the Core Curriculum

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diversified world
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society
3. Recognize the importance of maintaining health and wellness
4. Develop a capacity to use knowledge of how technology and science affect their lives
5. Develop personal values for ethical behavior
6. Develop the ability to make aesthetic judgments
7. Use logical reasoning in problem solving
8. Integrate knowledge and understand the interrelationships of the scholarly disciplines.



	TCCN	P1	P2	P3	P4	P5	P6	P7	P8
3	PHYS-1401					X		X	X
3	PHYS-1402					X		X	X
3	PHYS-1405				X				X
3	PHYS-2425					X		X	X
3	PHYS-2426							X	X
4	ENGL-2322	X			X	X		X	
4	ENGL-2323	X			X	X		X	
4	ENGL-2327	X			X	X		X	
4	ENGL-2328	X			X	X		X	
4	ENGL-2332	X			X	X		X	
4	ENGL-2333	X			X	X		X	
4	ENGL-2370								
4	HIST-2311	X	X		X	X			X
4	HIST-2312	X	X		X	X			X
4	HUMA-1300	X	X	X	X	X	X	X	X
4	HUMA-1301	X	X	X	X		X	X	X
4	PHIL-1301	X	X	X	X	X	X	X	X
4	PHIL-1304	X	X	X	X	X	X	X	X
4	PHIL-1316	X	X	X	X	X	X	X	X
4	PHIL-1317	X	X	X	X	X	X	X	X
4	PHIL 2307	X	X	X	X	X	X	X	X
4	PHIL 2306	X	X	X	X	X	X	X	X
5	ARTS-1301	X	X		X	X	X	X	X
5	ARTS-1303	X	X		X	X	X	X	X
5	ARTS-1304	X	X		X	X	X	X	X
5	ARTS-1311	X	X		X	X	X	X	X
5	ARTS-1312	X	X	X	X	X	X	X	X
5	ARTS-1316	X	X		X	X	X	X	X
5	ARTS-1317	X	X		X	X	X	X	X
5	ARTS-2313	X	X		X	X	X	X	X
5	ARTS-2314	X	X		X	X	X	X	X
5	ARTS-2316	X	X	X	X	X	X	X	X
5	ARTS-2317	X	X	X	X	X	X	X	X
5	ARTS-2323	X	X		X	X	X	X	X
5	ARTS-2326	X	X	X	X	X	X	X	X
5	ARTS-2327	X	X	X	X	X	X	X	X
5	ARTS-2333	X	X	X	X	X	X	X	X
5	ARTS-2334	X	X	X	X	X	X	X	X
5	ARTS-2346	X	X	X	X	X	X	X	X
5	ARTS-2347	X	X	X	X	X	X	X	X
5	ARTS-2348	X	X		X	X	X	X	X
5	ARTS-2349	X	X		X	X	X	X	X
5	ARTS-2356	X	X	X	X	X	X	X	X
5	ARTS-2357	X	X	X	X	X	X	X	X
5	DRAM-1121					X			X
5	DRAM-1311	X				X	X		X
5	DRAM-1330								
5	DRAM-1341								X
5	DRAM-1351					X			X
5	DRAM-1352					X			X

	TCCN	P1	P2	P3	P4	P5	P6	P7	P8
5	DRAM-2336								
5	DRAM-2363		X					X	
5	DRAM-236	X	X		X		X		X
5	MUEN-1116			X					
5	MUEN-1117			X					
5	MUEN-112	X					X		
5	MUEN-113	X					X		
5	MUEN-114	X		X		X	X		X
5	MUEN-114	X	X	X		X	X	X	X
5	MUSI-1162								X
5	MUSI-1171							X	
5	MUSI-1181			X					
5	MUSI-1182			X					
5	MUSI-1258	X	X	X	X	X	X	X	X
5	MUSI-1263			X				X	
5	MUSI-1301								
5	MUSI-1306	X	X		X		X		
5	MUSI-1308	X	X				X		X
5	MUSI-1309	X	X	X	X		X		X
5	MUSI-1310	X			X		X		X
5	MUSI-1311						X	X	
5	MUSI-1312						X	X	
5	MUSI-2116			X					
5	MUSI-2117			X					
60	HIST-1301	X			X				X
60	HIST-1302	X			X				X
60	HIST-2301	X						X	X
70	GOVT-230	X	X			X			X
70	GOVT-230	X	X			X			X
80	ANTH-230	X		X	X	X	X	X	X
80	ANTH-230	X	X		X	X	X	X	X
80	ANTH-234	X	X	X	X	X	X	X	X
80	ANTH-235	X	X	X	X	X	X	X	X
80	ECON-230	X	X		X			X	X
80	ECON-230	X	X		X			X	X
80	GEOG-130	X	X		X	X		X	X
80	GEOG-130	X	X	X	X	X		X	X
80	PSYC-2301	X	X	X	X	X	X	X	X
80	PSYC-2302	X	X	X	X	X	X	X	X
80	PSYC-2303	X	X	X	X	X	X	X	X
80	PSYC-2308	X	X	X	X	X	X	X	X
80	PSYC-2314	X	X	X	X	X	X	X	X
80	PSYC-2315	X	X	X	X	X	X	X	X
80	PSYC-2319	X	X	X	X	X	X	X	X
80	SOCI-1301	X	X			X		X	X
80	SOCI-1306	X	X			X		X	X
80	SOCI-2301	X	X			X		X	X
80	SOCI-2320	X	X			X		X	X
80	SOCI-2336	X	X		X	X		X	X
9	PHED-1304		X	X					

	<b>TCCN</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>P7</b>	<b>P8</b>
9	PHED-1111	X	X	X		X			



**TEMPLE COLLEGE**

**Temple College: Assessment of Core  
Curriculum Using WEAVEonline**

## Temple College: Assessment of Core Curriculum Using WEAVEonline

Temple College has purchased WEAVEonline as a vehicle for documentation of institutional effectiveness processes including student learning assessment activities. Faculty and staff are being trained in the process and we are finding ways to exploit the capabilities of the software for reporting and documentation.

The following report outlines is the preliminary **Detailed Assessment Report for General Learning Outcomes**. One direct student outcome and three indirect outcomes were chosen as the focus for this report. The indirect measures will be used on an annual and semi annual basis for measuring student outcomes. The direct measures of student outcomes will address student learning outcomes from the core curriculum and will be selected each year by the Core Curriculum Assessment Committee of the college's Assessment Team.

For this year, a communication objective—understand and apply modes of expression in written, visual, and oral communication—was chosen as the objective for direct measure. As the college faculty and staff expand their knowledge of the WEAVEonline software, it is anticipated that the direct measures of student learning will focus on the overarching competencies and perspectives of the core curriculum. In the report that follows, the indirect objectives are complete with identified measures and findings. The findings on the direct student measures have not been completed at this time and will be entered after the end of the current semester.

An additional report that will be available will show each of the intellectual competencies, exemplary educational objectives, and perspectives addressed by each instructional department in the annual course and program assessment process. As each department prepares for the annual course and program assessment process, WEAVEonline allows the annual objectives to be identified as a student leaning outcome and to be linked to a core competency, objective, or perspective.

## Detailed Assessment Report 2009-2010 General Education Assessment

### Mission/Purpose

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Temple College is committed to excellence in helping students reach their full potential by developing their academic competencies: *integrity, critical thinking skills, communication proficiency, civic responsibility, and global awareness*.

### Student Learning Outcomes, by Goal, with Any Associations and Related Measures, Achievement Target, Findings, and Action Plans

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#### **G 1: Assess Core Educational Competencies**

To assess the extent to which students achieve student learning outcomes identified for the core curriculum

#### **O 1: Literary terms and MLA style**

Assess student abilities in use of literary terms and the MLA format in written communication

#### Associations:

##### **General Education or Core Curriculum:**

3.1.3 Understand and apply modes of expression in written, visual, and oral communication

##### **Strategic Plans:**

Temple College  
2 Learning Environment

#### Related Measures:

##### **M 1: ENGL 1302 Departmental Exam**

ENGL 1302 Departmental Exam: A committee was appointed to prepare the departmental syllabus and assessment instrument.

Source of Evidence: Writing exam to assure certain proficiency level

#### **G 2: Indirect Measures of Educational Attainment**

Identify and monitor Key Performance Indicators of educational attainment.

#### **O 2: Academic performance of transfer students**

Monitor results of Temple College Transfer Students from the Academic Transfer Report to establish a base line and set a target for improvement.

##### **Strategic Plans:**

Temple College

## 2 Learning Environment

### Related Measures:

#### **M 2: Academic Transfer Report**

GPA of Temple College academic transfers at Texas public universities who completed the core before transfer

Source of Evidence: Academic Indirect Indicator

#### **Achievement Target:**

75% of transfer students in FA2007 will achieve a 2.5 GPA or better at Texas public universities.

#### **Findings (2009-2010) - Achievement Target: Met**

The 2007 Academic Transfer Report revealed that 85% of TC transfers who completed the core achieved a 2.5 or better GPA.

#### **Document:**

[Academic Transfer of Core Completers](#)

#### **O 3: CCSSE study of Academic Attainment**

Monitor CCSSE results on student attitude toward academic attainment.

#### **Strategic Plans:**

Temple College  
2 Learning Environment

### Related Measures:

#### **M 3: Survey of Student Education Satisfaction**

In house report on student responses to CCSSE items on satisfaction with colleges role in intellectual development.

Source of Evidence: Student satisfaction survey at end of the program

#### **Achievement Target:**

Improvement on 2009 survey items.

#### **Findings (2009-2010) - Achievement Target: Met**

On the standard CCSSE benchmark of Academic Challenge, Temple College showed improvement in responses from a mean of 46.6 in 2007 to a mean of 50.5 in 2009. On the other Academic Attainment items, Temple College students responded overall with more increases in mean scores.

On the question: during the current school year, how much has your coursework at this college emphasized the following mental activities, Temple College showed improvement in all 5 areas.

Analyzing the basic elements of an idea, experience, or theory

Synthesizing and organizing ideas, information, or experiences in new ways Making judgments about the value or soundness of information, arguments, or methods

Applying theories or concepts to practical problems or in new situations

Using information you have read or heard to perform a new skill

On the question: how much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas, Temple College results were mixed with higher mean scores in the following areas:

Acquiring a broad general education

Speaking clearly and effectively

Thinking critically and analytically

And lower scores in

Acquiring job or work-related knowledge and skills

Writing clearly and effectively

Solving numerical problems

**Documents:**

[CCSSE Report on Academic Attainment](#)  
[Academic Challenge Benchmark](#)

**O 4: 4 and 6 year graduation bachelor completion rates**

Monitor the previous three Accountability Reports to establish a base line and set a target for improvement on 4 and 6 year graduation rates.

**Strategic Plans:**

Temple College  
2 Learning Environment

**Related Measures:**

**M 4: THECB Graduation rates**

4 and 6 year bachelor level graduation rates from the Texas Accountability System for Community Colleges.

Source of Evidence: Performance in subsequent schooling feedback

**Achievement Target:**

Temple College Graduation rate will meet or exceed the state average for community colleges.

**Findings (2009-2010) - Achievement Target: Partially Met**

Temple College's 4 year graduation rate fell below the statewide average while the 6 year graduation rate exceeded the statewide average.

	4-year Graduation Rate	6-year Graduation Rate
Temple College	16.4%	33.9%

Statewide Average 17.0%

29.4%

**Document:**

[Temple College 2008 4 and 6-year Graduation Rates](#)

**Texas Higher Education Coordinating Board  
Academic Performance of 2-Year College Transfer Students at Texas Public Universities**

**TEMPLE COLLEGE**

**Core Curriculum and Field of Study Transfers Fall 2007**

Institution	A Total Transfers Fall 2007	Earned Core Curriculum Completer Prior to Transfer								Earned Field of Study Completer Prior to Transfer							
		B CCC	GPA for 1st Year at University						D Enroll Fall 2008	E FOS	GPA for 1st Year at University						G Enroll Fall 2008
			< 2.0	2.0 - 2.49	2.5 - 2.99	3.0 - 3.49	> 3.5	C Unk			< 2.0	2.0 - 2.49	2.5 - 2.99	3.0 - 3.49	> 3.5	F Unk	
SAM HOUSTON STATE UNIVERSITY	10	2	0	0	0	2	0	0	1	0	0	0	0	0	0	0	0
TARLETON STATE UNIVERSITY	31	5	0	0	2	2	1	0	4	0	0	0	0	0	0	0	0
TEXAS A&M UNIVERSITY	9	3	1	0	1	0	1	0	2	0	0	0	0	0	0	0	0
TEXAS STATE UNIV - SAN MARCOS	43	8	1	1	2	1	3	0	8	0	0	0	0	0	0	0	0
TEXAS TECH UNIVERSITY	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
U. OF TEXAS AT ARLINGTON	9	2	0	0	0	1	1	0	1	0	0	0	0	0	0	0	0
U. OF TEXAS AT AUSTIN	5	1	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0
U. OF TEXAS AT SAN ANTONIO	5	2	0	0	0	1	1	0	2	0	0	0	0	0	0	0	0
UNIVERSITY OF NORTH TEXAS	6	1	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0
OTHER PUBLIC 4YR INSTITUTION	28	3	1	0	1	0	1	0	3	0	0	0	0	0	0	0	0
<b>INSTITUTION TOTAL</b>	<b>152</b>	<b>27</b>	<b>3</b>	<b>1</b>	<b>6</b>	<b>8</b>	<b>9</b>	<b>0</b>	<b>23</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

A - Students who were coded as first time transfer in Fall 2007 on CBM001. Tracked back 6 years in CTC to see if they earned at least 30 hours.

B - Transfers who earned an core curriculum completer before transferring.

C - GPA during the first year at the university. If student had some SCH and no grade points, they are counted in < 2.0. If they did not match to the CBM002, they are unknown.

D - Still enrolled at same institution in the following fall.

E - Transfers who earned field of study completer before transferring.

F - GPA during the first year at the university.

G - Still enrolled at same institution in the following fall.

H - CCC and FOS completers were run separately from other types of awards. They will not add up to the total.

Note - Other Public 4-Yr Institutions include universities who received less than 5 students from a community, state or technical college.

# Community College Survey of Student Engagement

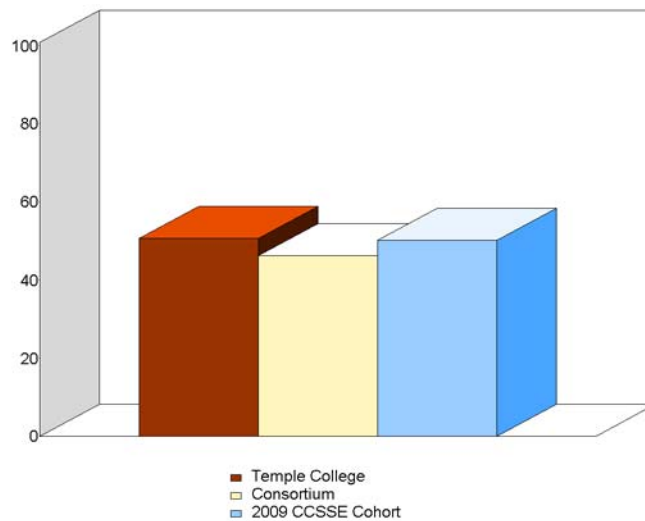
## Temple College 2009

### Student Responses to Academic Attainment Survey Questions

<i>Survey Item</i>	<i>TC 2005 Responses</i>	<i>TC 2007 Responses</i>	<i>TC 2009 Responses</i>	<i>Remaining 2009 Cohort</i>
<b>During the current school year, how much has your coursework at this college emphasized the following mental activities?</b>				
Analyzing the basic elements of an idea, experience, or theory	2.79	2.69	2.82	2.75
Synthesizing and organizing ideas, information, or experiences in new ways	2.69	2.60	2.73	2.64
Making judgments about the value or soundness of information, arguments, or methods	2.55	2.44	2.54	2.50
Applying theories or concepts to practical problems or in new situations	2.64	2.50	2.64	2.59
Using information you have read or heard to perform a new skill	2.70	2.59	2.72	2.78
<b>How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?</b>				
Acquiring a broad general education	2.92	2.90	2.91	2.94
Acquiring job or work-related knowledge and skills	2.55	2.63	2.55	2.67
Writing clearly and effectively	2.51	2.70	2.63	2.61
Speaking clearly and effectively	2.55	2.61	2.63	2.60
Thinking critically and analytically	2.83	2.79	2.81	2.88
Solving numerical problems	2.46	2.53	2.44	2.59

Academic Challenge				
Means				
Temple College	2005	2007	2009	Difference
College Benchmark Score	46.4	46.6	50.5	3.9
National Mean	50.0	50.0	50.0	

Description - Challenging intellectual and creative work is central to student learning and collegiate quality. Ten survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance.



Academic Challenge	Your College Mean	Other Consortium Colleges Mean	Above/Below Mean	2009 CCSSE Cohort Mean	Above/Below Mean
4p. Worked harder than you thought you could to meet an instructor's standards or expectations	2.59	2.52		2.54	
5b. Analyzing the basic elements of an idea, experience, or theory	2.82	2.75		2.85	
5c. Synthesizing and organizing ideas, information, or experiences in new ways	2.73	2.64		2.72	
5d. Making judgments about the value or soundness of information, arguments, or methods	2.54	2.50		2.56	
5e. Applying theories or concepts to practical problems of in new situations	2.64	2.59		2.66	
5f. Using information you have read or heard to perform a new skill	2.72	2.78		2.76	
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	2.88	2.71		2.86	
6c. Number of written papers or reports of any length	2.94	2.52	▲	2.83	
7. Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college	5.06	5.01		4.99	
9a. Encouraging you to spend significant amounts of time studying	3.00	2.94		2.97	

[NOTE: Directional arrows in charts highlight those items where Temple College falls notably above or below the mean of your comparison group. The items listed are significant at  $p < .001$  with an effect size greater than or equal to .2.]

**Texas Higher Education Coordinating Board - Accountability System**

<b>Institution</b>	<b>Four-Year Graduation Rate - Total (FY 2008)</b>	<b>Six-Year Graduation Rate - Total (FY 2008)</b>
Temple College	16.40%	33.90%
Statewide Totals	17.00%	29.40%

# **Temple College**

*Response to*

**Southern Association for Colleges and Schools  
Commission on Colleges Comprehensive Standard 3.5.1**

**3.5.1** The institution identifies college-level general education competencies and the extent to which graduates have attained them. **(College-level competencies)**

Compliance       Partial Compliance       Non-Compliance

**Narrative:**

Temple College identifies college-level general education competencies and the extent to which graduates have attained them.

The Associate of Arts degree represents the first two years of college study towards a bachelor's degree. Fundamental to this degree is the [core curriculum](#). Using guidelines from the Texas Higher Education Coordinating Board (THECB), the Core Curriculum Committee created Temple College's core curriculum. Comprised of 42 semester hours of credit, the core includes Writing/Composition and Oral Communication, Mathematics, Science, Humanities, Visual and Performing Arts, United States History, Political Science, Social and Behavioral Science, and Physical Education. This core of courses is designed to help students acquire important intellectual skills, develop an appreciation for the major systems of learning, and open his or her mind to significant aspects of other cultures.

The Temple College Core Curriculum was developed with the intention of providing a breadth and depth of knowledge that encourages lifelong learning; that facilitates professional preparation; that prepares students to function effectively in a diverse and democratic society; and that suggests a practical means for maintaining a healthy lifestyle. The core curriculum is built on a series of basic intellectual competencies -- reading, writing, speaking, listening, critical thinking, and computer literacy -- which are critical to the learning process in all disciplines. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. To that end, the Temple College core curriculum seeks to build on the student's prior knowledge and skills by fostering standards of competence appropriate to the course and discipline and by providing students with opportunities to practice and demonstrate these basic competencies.

Intellectual competence is but one aspect of what is regarded as a well educated individual. The core curriculum also seeks to reflect the perspectives commonly recognized as hallmarks of a liberal education and the habits of the mind of a lifelong learner. At Temple College, the [core curriculum outcomes](#) are designed to enable a student to:

- establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diversified world,
- discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society,
- recognize the importance of maintaining health and wellness,
- understand how technology and science affects lives and to use technology knowingly,
- develop personal values for ethical behavior,
- develop the ability to make aesthetic judgments,
- use logical reasoning in problem solving, and
- integrate knowledge and understand the interrelationships of the scholarly disciplines.

Each content area contributes to the goals of the core curriculum by concentrating on educational objectives which define the scholarly disciplines. The outcomes which are specified for the discipline areas are intended to provide students with a perspective on their experience through an acquaintance with the subject matter and methodology of each discipline. They provide students with the opportunity to understand how these disciplines present varying views of the individual, society, and the world, and of appreciating the methods by which scholars in a given discipline organize and evaluate data. The perspectives acquired in these studies describe the potential, as well as the limitations, of each discipline in understanding the human experience.

Additions to or deletions from the core curriculum are prompted by faculty input. Temple College has developed, over the course of several years, a focused approach to evaluating its core curriculum learning objectives through its Assessment Plan process. Additionally, the THECB facilitated the process of creating core curriculum outcomes that are virtually uniform throughout the State of Texas. The competencies and outcomes are stipulated through the [Lower Division Academic Course Guide Manual](#), the [Workforce Education Course Manual](#), and the [Field of Study](#) programs.

Prior to the development of the current student assessment plan, the college engaged in the evaluation of the core curriculum. The educational outcomes of each course in the college-approved core curriculum were aligned to instructional strategies and assessment criteria. Sample content or instructional activities within each course were aligned with basic intellectual competencies and broad perspectives. The [Core Curriculum Evaluation Report](#) contains matrixes of course alignments and an evaluation of the

results of the process. An initial plan for assessing student learning outcomes was developed and served as the draft for the currently adopted plan.

Temple College assesses learning at three levels: classroom, course, and program. Classroom assessment, which began in fall 2006, is designed to more fully engage the student by providing a classroom environment that facilitates learning. Results of classroom assessment are used to identify and document ongoing improvements in the course. The course-level assessment, which began in fall 2007, is designed by each department to assess the level of student learning relevant to common outcomes as it occurs within and across multiple modes of delivery (i.e., on-campus, dual credit, distance education). The department/program level assessment, which began academic year 2008-2009, is designed to develop or reaffirm learning goals set by each program or department. Data available to inform the assessment of student learning plan include survey responses from the [Community College Survey of Student Engagement \(2005 and 2007\)](#), the [Academic Performance Report](#), and the success measures from the [Accountability Report](#).

The college is transitioning to an online institutional effectiveness and assessment program, WEAVEonline. The process will enable instructional departments to identify student learning outcomes that can be aligned with educational outcomes. The benchmark categories measured by specific survey items by CCSSE have been identified as [institutional priorities](#) within the WEAVEonline system. In addition to the benchmark report, an individual report on survey items related to academic success ([2007](#)) was generated by the institutional effectiveness staff.

The [Academic Performance Report](#) focuses on the indirect indicator of student academic attainment through the monitoring of GPA of students transferring to 4-year colleges. The [success measures](#) from the accountability report also are indirect measures of student academic attainment through persistence, completion, and retention rates. Academic attainment indirect measures for workforce programs are available primarily through the [Institutional Effectiveness](#) report and the [Exit Cohort Report](#). The Exit Cohort Report contains follow-up information after completers and non-completers leave the college.

## **Appendix 1**

# Core Curriculum Outcomes

## I. BASIC INTELLECTUAL COMPETENCIES

- A. **READING:** The ability to analyze and interpret a variety of printed materials -- books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.
- B. **WRITING:** The ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience.
- C. **SPEAKING:** The ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience.
- D. **LISTENING:** The ability to analyze and interpret various forms of spoken communication.
- E. **CRITICAL THINKING:** Embracing methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies.
- F. **COMPUTER LITERACY:** The ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

## II. PERSPECTIVES IN THE CORE CURRICULUM

- A. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diversified world;
- B. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
- C. Recognize the importance of maintaining health and wellness;
- D. Develop a capacity to use knowledge of how technology and science affect their lives;
- E. Develop personal values for ethical behavior;
- F. Develop the ability to make aesthetic judgments;
- G. Use logical reasoning in problem solving; and
- H. Integrate knowledge and understand the interrelationships of the scholarly disciplines.

### **III. CORE COMPONENTS AND RELATED EXEMPLARY EDUCATIONAL OBJECTIVES**

#### **A. COMMUNICATION** (composition, speech, modern language)

The objective of a communication component of a core curriculum is to enable the student to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience.

##### **Exemplary Educational Objectives**

1. To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.
2. To understand the importance of specifying audience and purpose and to select appropriate communication choices.
3. To understand and appropriately apply modes of expression, i.e., descriptive, expository, narrative, scientific, and self-expressive, in written, visual, and oral communication.
4. To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
5. To understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.
6. To develop the ability to research and write a documented paper and/or to give an oral presentation.

#### **B. MATHEMATICS**

The objective of the mathematics component of the core curriculum is to develop a quantitatively literate college graduate. Every college graduate should be able to apply basic mathematical tools in the solution of real-world problems.

##### **Exemplary Educational Objectives**

1. To apply arithmetic, algebraic, geometric, higher-order thinking, and statistical methods to modeling and solving real-world situations.
2. To represent and evaluate basic mathematical information verbally, numerically, graphically, and symbolically.
3. To expand mathematical reasoning skills and formal logic to develop convincing mathematical arguments.
4. To use appropriate technology to enhance mathematical thinking and understanding and to solve mathematical problems and judge the reasonableness of the results.
5. To interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them.
6. To recognize the limitations of mathematical and statistical models.
7. To develop the view that mathematics is an evolving discipline, interrelated with human culture, and understand its connections to other disciplines.

### **C. NATURAL SCIENCES**

The objective of the study of a natural sciences component of a core curriculum is to enable the student to understand, construct, and evaluate relationships in the natural sciences, and to enable the student to understand the bases for building and testing theories.

#### **Exemplary Educational Objectives**

1. To understand and apply method and appropriate technology to the study of natural sciences.
2. To recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analyses, and interpretation both orally and in writing.
3. To identify and recognize the differences among competing scientific theories.
4. To demonstrate knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values, and public policies.
5. To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.

### **D. HUMANITIES AND VISUAL AND PERFORMING ARTS**

The objective of the humanities and visual and performing arts in a core curriculum is to expand students' knowledge of the human condition and human cultures, especially in relation to behaviors, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the visual and performing arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

#### **Exemplary Educational Objectives**

1. To demonstrate awareness of the scope and variety of works in the arts and humanities.
2. To understand those works as expressions of individual and human values within an historical and social context.
3. To respond critically to works in the arts and humanities.
4. To engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the author or visual or performing artist.
5. To articulate an informed personal reaction to works in the arts and humanities.
6. To develop an appreciation for the aesthetic principles that guide or govern the humanities and arts.
7. To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.

## **E. SOCIAL AND BEHAVIORAL SCIENCES**

The objective of a social and behavioral science component of a core curriculum is to increase students' knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

### **Exemplary Educational Objectives**

1. To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.
2. To examine social institutions and processes across a range of historical periods, social structures, and cultures.
3. To use and critique alternative explanatory systems or theories.
4. To develop and communicate alternative explanations or solutions for contemporary social issues.
5. To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.
6. To comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights.
7. To understand the evolution and current role of the U.S. in the world.
8. To differentiate and analyze historical evidence (documentary and statistical) and differing points of view.
9. To recognize and apply reasonable criteria for the acceptability of historical evidence and social research.
10. To analyze, critically assess, and develop creative solutions to public policy problems.
11. To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy.
12. To identify and understand differences and commonalities within diverse cultures.