Core Curriculum Council

memorandum

20 May 2022

To: Executive Committee
    Faculty Senate

From: Richard K. Curry, Presiding Officer
    Core Curriculum Council

Re: Requests of Course Additions to the Core Curriculum

Please find accompanying the minutes of the Core Curriculum Council’s most recent meeting. Requiring your attention are the following recommendations regarding requests for course additions to the Core Curriculum:

A. The Core Curriculum Council recommends that the following course be added to the list of courses approved to satisfy the computer usage requirement.

**MEEN 357: Engineering Analysis for Mechanical Engineers.** (3-0) Credit 3. Numerical methods for solving problems in various fields of mechanical engineering: Taylor series, non-linear algebraic equations, linear simultaneous equations; numerical integration and differentiation; initial value and boundary value problems; finite difference solutions to Parabolic and Elliptic partial differential equations; introduction to finite element solutions of ordinary differential equations.

The CCC unanimously agreed that an exposure to the computer as a tool and proficiency in its applied use were central to course content and character appropriate to this category of graduation requirements and, thus, justified the course being included in the category.

B. The Core Curriculum Council recommends that the following courses be added to the list of courses in the Core Curriculum which satisfy the requirement for Humanities.

**AMST 300: Imagined Americas.** (3-0) Credit 3. Exploration and development of major conceptions of American culture with particular attention to the major debates over the nature of national identity, set in historical context.

**AMST 320: Versions of the American Dream.** (3-0) Credit 3. Exploration of American issues such as the “good life,” spirituality, utopian communities
consumption and waste, economic expectations, and America as a “city on a hill.”

The CCC unanimously agreed that an exposure to and analysis of culture and history were central to these course’s content and character and appropriate to the spirit of the Core Curriculum and, thus, justified the courses being included in the respective category.

C. The Core Curriculum Council again recommends that the following course be added to the list of courses in the Core Curriculum which satisfy the requirement for Social and Behavioral Sciences and to the list of courses in the Core Curriculum which satisfy the requirement for International and Cultural Diversity.

INST 210 Understanding Special Populations. (3-0) Credit 3. Referral, assessment and categorization of special populations including physical, cognitive and affective characteristics; cultural, ethnic, economic and linguistic differences; giftedness; special education and compensatory programs; awareness of legislative history that results in rights for special populations.

The CCC unanimously agreed that an exposure to and analysis of social and behavioral concerns as well as the methodologies used in the social sciences were central to course content and character appropriate to the spirit of the Core Curriculum and, thus, justified the course being included in the Social and Behavioral Sciences category. The CCC also agreed that an exposure to and analysis of non-dominant U.S. cultures and differences among them were central to this course’s content and character and appropriate to the spirit of the Core Curriculum and, thus, justified the course being included in the category of International and Cultural Diversity as well.

The Council unanimously agreed to send Linda Parrish’s e-mail clarification (see attached) forward as the requested explanation.
In response to the question concerning INST 210, I submit the following:

INST 210, Understanding Special Populations, is an undergraduate class that attracts students throughout the campus. The enrollment numbers for the past 5 years are: Fall: 344; Spring: 344 and Summer 120.

This class covers the populations identified in the Individuals with Disabilities Education Act. They are: persons with:

1. Mental Retardation
2. Emotional Disturbance
3. Hearing Disabilities
4. Visual Disabilities
5. Traumatic Brain Injury
6. Autism
7. Orthopedic disabilities
8. Other Health Impairments (AIDS, Cancer, Coronary, Asthma, ADHD/ADD, etc.)
9. Speech impairments, and
10. Learning Disabilities

Populations not covered by this legislation, but also very much a part of the public schools and American society are: individuals who are gifted, creative, and talented, individuals who qualify for compensatory educational programs because of limited English proficiency, economic disadvantages, or cultural minority status.

Linda H. Parrish, Ph.D.
Professor, Educational Psychology
TAMU Regents Professor
4225 TAMU
College Station, Texas, 77843-4225
l-parrish@tamu.edu
(979) 845-3447
Fax: (979) 862-1256