Core Curriculum Council

Meeting 1/19/07, 2:00pm Faculty Senate Conference Room

Minutes:

1. New courses approved
   - BIMS 489  History of Veterinary and Human Medicine from the Late 18\textsuperscript{th} to the Late 20\textsuperscript{th} Centuries
   - MGMT 489  Special Topics in International Transfer Pricing

2. Recertification of University Core Curriculum Courses
   - EPSY 320  Child Development
   - EPSY 321  Adolescent Development
   - INST 310  Understanding International Populations

3. New Business
   - Due to the departure of Dr. Martyn Gunn from the Faculty Senate, Dr. Jonathon Smith was named to chair the CCC.

4. Adjourn
THECB Core requirements

I. 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, expositive,
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.

II. 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.

III. 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.
IV. 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.

V. 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.
VI. Institutionally designated option

TAMU requirements for International and Cultural Diversity:

1. For inclusion among the courses acceptable for the U.S. Cultures list, a significant portion (30% or more) of course content should treat issues of the non-dominant, historically under represented elements of US society. Typically, this means courses deal with racial, ethnic and/or gender issues in the United States.

2. For inclusion among the courses acceptable for the International Cultures list, a significant portion (30% or more) of course content should deal with non-U.S. issues.

3. In both cases course content should focus on or reflect a major impact on contemporary considerations.

4. International Study Experiences approved by SAPPC:
   • programs conducted in another country by TAMU faculty as sole or lead instructor
   • courses taken in conjunction with a REEP
   • courses taken in another country through direct enrollment at another institution